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L'étude a pour but: 1. d'évaluer les perceptions que les parents, les enseignants et le personnel de l'école ont du programme étalé sur la journée entière, implanté dans les écoles maternelles Lorne et Royal Arthur; 2. de fournir une information de base facilitant une prise de décision au sujet des changements à apporter au programme étalé sur la journée entière, dans les écoles maternelles de la CEPGM; 3. de faire des recommandations quant au développement du programme.

A l'automne 1980, une première cueillette d'information a eu lieu auprès des parents et du personnel de l'école. Un questionnaire, commun aux deux groupes, visait à recueillir des opinions sur les activités propres aux enfants de cet âge et à dégager les perceptions générales du programme. Deux autres questionnaires cherchaient à recueillir: 1. auprès des parents, de l'information sur leurs enfants; 2. auprès du personnel scolaire, de l'information sur la relation entre l'école et la famille, la participation communautaire, etc. En mai 1981, on distribua au personnel de l'école un nouveau questionnaire portant sur l'évaluation du programme et on procéda à des entrevues avec les parents pour connaître leurs perceptions du programme.

Les experts regardent ce programme comme un aspect important du système scolaire. Il importe de le maintenir et de le développer, d'autant plus qu'un tel programme manifeste clairement la volonté du système scolaire de répondre aux besoins de la communauté. Les parents appuient également ce programme étalé sur la journée entière et se montrent disposés à participer à des rencontres en ateliers portant sur la première éducation de leurs enfants. Pour leur part, les enseignants appuient ce programme et affirment que la fréquentation de l'école, toute la journée, ne fatigue pas indûment les enfants. Enfin, le personnel administratif croit que ce programme devrait s'étendre à toutes les écoles.

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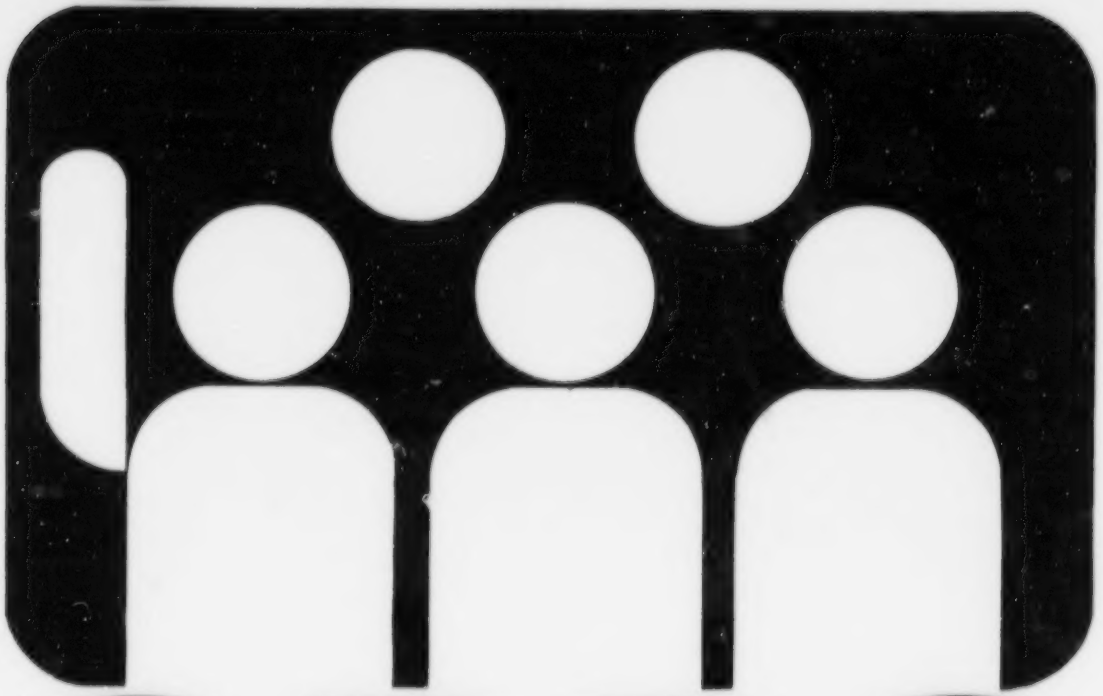

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EVALUATION OF THE P.S.B.G.M. FULL DAY KINDERGARTEN AT LORNE AND ROYAL ARTHUR SCHOOLS

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September 1981

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EXECUTIVE SUMMARY

This summary is intended to provide a general overview of the findings of the study for those readers more particularly interested in the policy implications of the study. Support for and discussion of the issues involved can be found in the body of the report.

The study of school and parent perceptions of the full-day kindergarten programs at Lorne and Royal Arthur schools has produced needed information for future decision-making within the P.S.B.G.M. The study was designed to address three major terms of reference as follows:

1. To assess school and community perceptions of the full-day kindergarten programs at Lorne and Royal Arthur Schools.
2. To provide an information base for decision-making about changes in full-day kindergarten programs within the P.S.B.G.M.
3. To make recommendations for future program development.

By virtue of this mandate, questionnaire and interview data were collected from parents and school staffs at Lorne and Royal Arthur schools in the fall of 1980 and spring of 1981. Analysis of these data led to the following general findings:

General Considerations

1. Kindergarten programs are increasingly recognized as an important aspect of overall educational delivery systems for children. Therefore, the maintenance and enhancement of quality kindergarten programs should be a high priority with school systems. (expert opinion)

2. Children attending full-day kindergartens are able to cope with a full-day program without becoming overly tired or experiencing other observable negative consequences. (literature, P.S.B.G.M. data)

3. Full-day kindergartens are a natural outgrowth of full day-care facilities, and any reduction in full-day kindergarten programs should be considered within this context. Thus, reduction from full-day to half-day might have more serious educational and social consequences than would have been the case a decade ago when daycare was less widespread. (expert opinion, P.S.B.G.M. data)

4. Children from inner-city schools are especially in need of the educational provisions of a full-day program promoting a type of social and cognitive development which might not otherwise be available. (literature)

5. Full-day kindergartens provide needed opportunities for ethnic and language minorities to acquire those social and linguisitic experiences which are pre-requisite to later success in the school system. (literature)

6. Full-day kindergartens allow increased time and opportunity to develop readiness skills in the core curriculum areas of literacy and numeracy. (literature, P.S.B.G.M. data)

7. Kindergartens provide opportunities for early positive relationships between home and school. (expert opinion, P.S.B.G.M. data)

8. Parent volunteer involvement in schools is desirable. Such involvement is more easily secured when teachers work with a single group of kindergarten pupils and parents are free to become involved at various times throughout the full school day. (expert opinion, P.S.B.G.M. data)

9. The provision of such programs demonstrates the willingness of the school system to meet community needs. (expert opinion)

Community Views

1. Parents overwhelmingly support the full-day kindergarten programs. (P.S.B.G.M. data)

2. Parents report increased opportunities to know one another through the full-day programs at Lorne and Royal Arthur. (P.S.B.G.M. data)

3. Changing family circumstances reinforce the need for full-time as opposed to part-time custodial care, and parents prefer such custodial care to be offered by a responsible educational authority. (P.S.B.G.M. data, expert opinion)

4. The educational day spans meal-time which is an important consideration for working mothers. (P.S.B.G.M. data)

5. Parents are interested in attending meetings and workshops on relevant topics in early childhood education such as:

   a) goals of the full-day kindergarten

   b) child development in the early years

   c) helping your child learn to read

   d) discipline and the young child

   e) how home and school can work together

   f) role of play in learning (P.S.B.G.M. data)

School Views

1. Teachers strongly support full-day kindergartens. (P.S.B.G.M. data)

2. The majority of teachers are of the opinion that full-day attendance does not unduly tire children. (P.S.B.G.M. data)

3. Teachers believe that the program meets the educational and social needs of children. (P.S.B.G.M. data)

4. The schools believe that the program provides appropriate foundations for the development of positive school-community relationships. (P.S.B.G.M. data)

5. The school staffs believe that full-day kindergarten should become a permanent program of all schools. (P.S.B.G.M. data)

Different Perceptions

1. While the four groups surveyed, (2 school staffs and 2 school communities) have similar views on some matters, there are different perceptions on many important issues. The school staffs generally share opinions, but with a different degree of conviction, while the views of the parent groups differ from those of the schools and sometimes from one another. These different perceptions make it difficult to establish

uniform school program policies which would receive the support of all reference groups. (P.S.B.G.M. data, expert opinion)

2. The provision of materials and activities from the child's ethnic background is considered very important by school staffs but appears to matter less to parent groups. (P.S.B.G.M. data)

3. Classroom visits by parents and conferences are considered worthwhile in Lorne school, but are questioned by many teachers at Royal Arthur. (P.S.B.G.M. data)

4. School staffs tend to support the adoption of educational techniques such as ETV, while the Lorne and Royal Arthur parents are somewhat hesitant. (P.S.B.G.M. data)

5. The school staffs generally support an activity-oriented, child-centred curriculum, while parents want to be sure that the child is working, and not playing. (P.S.B.G.M. data)

6. The involved schools tolerate a less structured, less authoritarian, style of kindergarten class organization, while parents would prefer to see a quiet orderly classroom, where the teacher is clearly in charge. (P.S.B.G.M. data)

7. The school staffs stress the importance of social skills training, while parents, particularly those at Royal Arthur, give this less importance, at least in the context of the classroom, than they give to the development of academic skills. (P.S.B.G.M. data)

8. The school staffs place considerable emphasis on the development of the individuality of the child, while parents tend to stress the need for the child to conform to standards. (P.S.B.G.M. data)

9. The school staffs accept the entire range of activities and topics suggested in the questionnaire as appropriate to the kindergarten curriculum while parents, on the other hand, see certain activities and certain sensitive content areas as more appropriately home-based. (P.S.B.G.M. data)

10. The school staffs agree that there is a need for more male kindergarten teachers while the communities do not identify such a need. (P.S.B.G.M. data)

Therefore, we recommend:

1. The Royal Arthur and Lorne school communities currently with full-day kindergarten programs should continue to receive

this service from the board. The board should continue to support, develop and improve these full-day kindergarten programs.

2. Schools with full-day kindergarten programs should seek to increase parental and community involvement in the following ways:

   a) maximize efforts to increase the number of parents involved as volunteers within the full-day kindergarten programs.

   b) continue to encourage parental attendance at conferences and school meetings, and provide general meetings dealing with useful and interesting topics in early childhood development for parents of kindergarten age children.

   c) explore the possibility of increasing use of other community residents with special skills.

3. The board should continue to experiment with full-day kindergarten in other settings as needs and resources dictate.

4. Since the findings on the two existing programs indicate differing school staff and parent expectations and perceptions, expansion of full-day kindergarten programs to other settings would require identification of community needs and aspirations, prior to program implementation.

5. Board personnel should maintain close contact with schools establishing new full-day kindergarten programs to assist in the identification of such needs and aspirations.

1. INTRODUCTION

This study focuses on full-day kindergarten programs within the P.S.B.G.M. It addresses several different audiences, each with slightly differing needs. Therefore, we expect certain sections of the report to vary in usefulness depending on the group reading them. Commissioners and senior officers, whose main concerns are assumed to be the development of policy, are directed to the executive summary which reviews the conclusions and recommendations of the study. Such persons within this group who have particular interest in the program may also find the sections dealing with rationale, procedures and results of direct usefulness. Specialists throughout the P.S.B.G.M. whose work involves issues related either to kindergartens or to problems of the inner-city are further directed to review the appendices which include questionnaire responses.

The specific concern of this study relates to the full-day kindergarten programs within Royal Arthur and Lorne schools during the 1980-81 school year. While the study was in progress, a decision based on larger policy considerations was made to close Royal Arthur school. For this reason detailed consideration of the Royal Arthur program as it was implemented within the school has limited value. However, the educational needs continue to exist and a replacement program has been created at Westmount Park School. While it is no longer possible to examine specific programmatic variables related to the Royal Arthur setting, it is possible to draw general conclusions

about the Royal Arthur program which should influence the program which has replaced it. In the case of Lorne School, both the school and the full-day kindergarten program continue. Information about that setting should be useful to parents and educational leaders in strengthening the educational worth of the Lorne program. Of course, findings about both Royal Arthur and Lorne programs are relevant to any consideration of expansion or adaptation of full-day kindergarten programs in general.

Out of this brief background emerge the major purposes of the study:

1. To assess school and community perceptions of the full-day kindergarten programs at Lorne and Royal Arthur Schools.
2. To provide an information base for decision-making about changes in full-day kindergarten programs within the P.S.B.G.M.
3. To make recommendations for future program development.

The existence of special programs to serve special needs in any school system creates competing forces. The general institutional momentum and vested interests of persons responsible for programs create a natural force for continuation of any established program. Certain educational leaders with a belief in the results of such programs not only insist on their continuation but work towards their expansion to additional settings. However, those responsible for budgets must confront other realities, for any expansion of one set of programs is often at the cost of another. Furthermore, at this point in our educational history, there is also an overwhelming force for shrinkage in all discretionary areas within the system. All these forces

compete for attention and it is never easy for decision-makers to make the difficult value judgements required for selection among optional courses of action. Such policy decisions are all the more difficult in the absence of useful information about the programs under consideration. Are such programs serving educational goals? Are they supported by professional educators within the system? What are the views of parents and the community about these programs? What side effects may follow the abolition of an existing program?

The scope of this study goes beyond the narrow parameters of psychological or administrative research. This is a policy research study which attempts to procure the best available information and combine it with the best judgements of experts to evolve usable conclusions which are intended to be helpful to decision-makers. The experts involved have had considerable experience with the settings, with the specific research data of the study, with kindergarten research in general, and with the context of the P.S.B.G.M. It is our hope that decisions of the board, though no less difficult, will benefit from the provision of a timely and more complete information base than has been previously available.

II. RATIONALE

School systems throughout North America have in the past few decades developed and implemented a variety of new programs and services. These have tended to round out the school curriculum by filling in gaps and making available options intended to provide for individual differences and pupil needs. In current times of careful allocation of educational resources and increased stringency with regard to support of various programs, new suggestions are being carefully scrutinized. There is, however, one area of education in which expansion rather than reduction is likely and it is that of full time kindergarten programs. A variety of pressures operate on the school system which make it necessary to review this question thoroughly.

While the arguments about the value of kindergarten programs were settled in this province many years ago, policies regarding the provision of full-day kindergarten remain unresolved. Some of the arguments are reminiscent of earlier discussions on the value of kindergarten itself, but others present new perspectives and require new explorations. There are two major areas where parents and educators have shared concerns over the establishment of full-day kindergarten programs. The first of these has centered on the physical and psychological stamina of the kindergarten age child. Many experienced educators have feared that the child who attended a full-day program would show signs of fatigue, frustration or waning interest in learning, but Winter & Klein (1970) and Humphrey (1980)

have shown that these concerns are unfounded. This was especially apparent in the Winter & Klein study where the subjects who received a full time kindergarten program expressed significantly more positive feelings toward school and learning than those children who received the part-day program.

It is important to realize that the kindergarten child of 1981 is very different from the child who attended kindergarten ten years ago, since a majority of children now attend some kind of daycare or nursery school program before entering kindergarten. These children have overcome the separation anxiety often associated with beginning school, have learned to interact with adult strangers, have learned to become a group member, and have indicated interest in many of the cognitive skills necessary for formal classroom instruction. In short, the original intention of the kindergarten program which was to provide children with their first school experience, is now largely the role of pre-kindergarten and nursery school programs. In addition, there is increasing demand for full time child care facilities due to the ever-increasing number of women who work full time. Many of these women have placed their children in full time daycare or nursery school facilities at a very young age and find the adjustments to a half day kindergarten a serious inconvenience.

The second area of concern has involved a fear that the school would replace the home in the transmission of values. The full-day kindergarten, in this view, would only increase chances that the

influence of the home would be lessened. This is less of a concern today when many mothers are obliged to work full time and might prefer the school's influence over that of an unknown child care agent. For those parents who do not work full time, recent studies have shown that when parental involvement is encouraged and incorporated into the full-day kindergarten, these fears are greatly alleviated (Hess 1978). While reservations concerning the advisability of full-day kindergarten on the grounds discussed above have lessened substantially, support for many of the positive aspects of such programs has mounted.

Support for a full-day kindergarten program can be found in the current emphasis on early detection and remediation of children with learning and behavior problems. Lazar et al (1977) in analyzing the long term effects of Head Start programs, found that the early childhood intervention programs had reduced the number of children assigned to special education programs during the elementary years. The Plan d'Action clearly states that the schools have a direct responsibility to identify and serve exceptional children. The full-day kindergarten program provides the opportunity to begin to fulfill some of these obligations to an extent not possible with a half time program. The extended time frame makes it easier for the teacher to implement an individualized screening program at the beginning of the kindergarten year, and to group the children for instructional and remedial work according to their deficits and strengths. This is a particularly important aspect of the full-day

kindergarten in inner-city areas where children often come from culturally different backgrounds, requiring special attention to ensure school success.

Strong support for the concept of a full-day kindergarten program comes from the kindergarten teachers themselves who stress the difficulty of meeting the needs and interests of two groups of children in one day (Harris, 1969). Teachers who have had experience in a full-day kindergarten report that they are able to work more, and longer, with an individual child or a small group of children in such an extended day (Houw, 1976).

It is interesting to note that, historically, when kindergarten was first instituted in the United States, it was considered to be a full-day program, in which the afternoon was devoted to home visits and parent conferences. As the numbers of young children increased, teachers were assigned two groups of children, each attending a half day session, and the parental contact and involvement was eliminated. As a result, the co-operation with parents, that was originally envisioned, suffered (Ross 1976). Now, however, with smaller classes, it may be feasible to re-instate close involvement between parent and teacher in the child's education. For those parents who are not employed outside the home on a full time basis, daily or weekly visits and volunteer work in the full-day kindergarten serve well to establish the close link between home and community upon which the current "Educational Project" policy is based.

Research has shown that the success of many programs is dependent on the extent to which parents are involved in them. Moreover, parents, through their interactions with others from their community, may come to a better understanding of the importance of the child's early school years and transfer what they have learned to their own child-rearing practices and activities.

It is within this framework of concern over both the nature of the program and the manner in which it is perceived and interpreted within the school and the community that this research has been conducted.

III. PROCEDURES AND METHODS

The study involved the collection of questionnaire and interview data from teachers and parents at the beginning and end of the school year. These groups received extensive questionnaires on a variety of topics, ranging from the background of the respondent to opinions about the full-day kindergarten program. Our concern with these data was to provide the basis for forming general conclusions as well as to enable interested specialists to consider the detailed results according to their individual interests and needs.

Preliminary Considerations:

A meeting was held between P.S.B.G.M. board officers and the research team in October 1980 to discuss actual procedures and research instruments to be used. The research team, in November 1980, then approached the two school principals who had been informed of the research plans and who helped the research team gain access to both school personnel and parents. In the case of Royal Arthur, a further meeting was held with the entire staff so that the research team could present the research plans and receive pertinent information. At that time it became apparent that there was much concern over the possible closing of the school at the end of the school year, (a possibility which later became fact) and that certain members of the school wondered about the appropriateness of conducting research within a school whose fate was in suspense. Our purpose, however, was more related to the needs of teachers, parents and children in whatever

setting the program would find itself. The overall outline for data collection is found in Figure 1.

FIGURE 1

PARENTS	SCHOOL STAFF
PART I - Background Questionnaire	PART I - Background Questionnaire
child's environment child's routine	communication between home and school participation of community members information on child
PART II - Congruency of Opinions and Perceptions	PART II - Congruency of Opinions and Perceptions
educational viewpoints objectives for children adult involvement child activities discipline and management	educational viewpoint objectives for children adult involvement child activities discipline and management
PART III - End of Year Program Perceptions	PART III - End of Year Program Perceptions
educational perceptions feelings and opinions of parents	educational perceptions feelings and opinions of adults

Figure 1: P.S.B.G.M. - OUTLINE FOR DATA COLLECTION

Once all data were compiled, analysis focused on measuring congruency of perceptions between school and parent groups, and on reporting evaluative comments made by either group concerning strengths and desirable modifications of the program.

Fall Data Collection

Data collection in the fall of 1980 was intended to fulfill the following objectives:

> To assess the extent of community participation and the manner of community involvement.
>
> To assess parental need for a full-day kindergarten program in terms of available and alternate child care facilities.
>
> To measure congruency of perceptions of parent and school groups as these relate to full-day kindergarten.

Research tools included three questionnaires, administered as questionnaires for school staffs and most usually as interviews in the case of parents. One of these questionnaires was common to both groups and was intended to sample opinions about appropriate activities for children of that age and to determine general perceptions of the program. These data were to allow verification of the degree of congruency of perceptions between school and parent groups. The remaining two questionnaires were addressed to one or the other of the groups. The one addressed to parents elicited general background information concerning their own child. The school background questionnaire was concerned with issues of home and school communication, community participation, and methods for obtaining information on a specific child.

A total of fifty-four respondents participated in this phase of the study. At Lorne School, these included 14 members of the school staff and 19 parents. At Royal Arthur, 11 members of the school staff and 10 parents were involved.

It should be noted that not all members of the school groups felt they had sufficient knowledge of the program to make adequate responses but it was felt by the research team that a review of the extent to which the program was known about and understood within the school was an important element of the research.

Furthermore, certain items on the questionnaire dealing specifically with issues concerning low SES or disadvantaged children were viewed as negative or racially biased by certain school respondents in Royal Arthur School. Such a response may be partially attributed to the general atmosphere of concern over the school's future which existed at the time since the items themselves were included to discover opinions rather than to establish them. These were statements which were to be rated on a five point scale ranging from agree completely to disagree completely. This critical response to the items was not found among other groups, including the parents of Royal Arthur kindergarten pupils.

Spring Data Collection

A meeting between board personnel and the research team was held in January 1981 to review progress at that stage and to finalize general terms of reference in light of the fall experience. At that time the instruments to be used for data collection were also presented for discussion, particularly in order to avoid the kind of wording which could possibly be negatively interpreted by any of the respondents. The reader is again referred to figure 1 for a general outline of

overall data collection.

Spring data collection was intended to fulfill the following objectives:

> To assess perceived educational needs of children and perceived effectiveness of full-day kindergarten programs to meet these.
>
> To assess perceived educational needs of future kindergarten candidates.
>
> To assess perceived community needs for future kindergarten candidates.

This stage of data collection began in early May 1981, and included, once again, questionnaires for school personnel, dealing now mainly with evaluation of the effectiveness of the full-day kindergarten program, and interviews with parents regarding their perceptions of the program and their child's response to it. A further questionnaire was given to the full-day kindergarten teachers requesting content information on the manner in which the program was being implemented.

IV. RESULTS

This section reviews the results of parent and teacher questionnaires, and also includes a discussion of congruency between the two groups on various topics. Readers interested in a succinct summary should turn to the next section which provides more general statements of the findings.

PARENT BACKGROUND INFORMATION

Detailed responses for the Parent Background Questionnaire are included in Appendix 1. These will not be repeated here but we will mention several important background variables which help place the schools in context. It is noteworthy that 25 of the 29 children attended a pre-kindergarten program. These programs were offered five days a week, and in the vast majority of cases were full-day programs. Secondly, 20 of the 29 parents completing the questionnaire had visited the kindergarten and most parents had made repeated visits. Thirdly, the child response which was of most concern to Lorne parents tended to be the child's enjoyment of school and the development of social skills, whereas Royal Arthur parents were primarily concerned with aspects of the child's school achievement.

SCHOOL STAFF BACKGROUND INFORMATION

Detailed responses for the School Staff Background Information are included in Appendix 2. The majority of those who responded to the questionnaire were teachers from the primary grades but other members of the school staff, such as the principal, a member of the school committee or of the school council were also included in the study. The questions were intended to reveal the extent to which members of the school staff were aware of the characteristics of the full-day kindergarten program. It appeared that the majority of the Lorne school staff were aware of the kinds of information gathering techniques used in the kindergarten program, and the means of communication between the home and the school. There seems to have been less awareness of these aspects of the kindergarten program among the Royal Arthur staff. The school staff at Lorne recognized that extensive use of parent volunteers occurred in the kindergarten program. Both schools indicated that little or no use was made of senior citizens. There was considerable variation in staff awareness of the degree of participation of other community resources, such as community residents with special skills, community service organizations, teacher trainees, and older children in the school.

PARENT PROGRAM PERCEPTIONS

Complete data from the Parent Program Perceptions Questionnaire are reported in Appendix 3. These will be useful to persons directly concerned with the kindergarten programs. The purpose here is to highlight some of the most important results.

Educational Perceptions

Parental reactions to their child's involvement in the full-day kindergarten programs were overwhelmingly positive. Parents in both schools were unanimous in their perceptions that their children:

had made new friends

looked forward to coming to school

learned reading readiness skills

were happy in the kindergarten program

made good progress

learned a lot of number skills

improved motor coordination

learned to complete tasks

learned to be neat and tidy

learned a great deal through games and play equipment

They were also unanimous in their views that:

most other parents are pleased with the full-day kindergarten

the programs spend the right amount of time preparing children for school

field trips are useful experiences

parents can get to know other parents who have children in the program

Some children were reported to have had some degree of difficulty initially adjusting to the program, but this would be typical of any situation to which young children were introduced. Furthermore, such difficulties were reported to have been resolved fairly quickly.

When asked about the most beneficial aspects of the program, some noteworthy differences emerged between the two groups of parents. Royal Arthur parents overwhelmingly favoured those aspects of programming which prepared their children for academic work; for example, learning to read and write, and learning arithmetic. In Lorne school, while there was also some stress on academic skills, many parents considered social aspects of the program most beneficial to their children.

Organizational Aspects

Parents perceived the programs to be well-organized. For example, they were unanimous in the following responses:

report cards are very easy to understand

the school hours are not too long

teachers are available to talk to parents

parents are able to visit the kindergarten as often as they like

All but three of the parents felt that a full-day kindergarten ensured that a responsible group was taking care of the child during the day.

All but two parents reported visiting their child's program during the year and the vast majority of these made visits regularly. Parents also reported that school visits were very helpful in understanding the kindergarten program.

SCHOOL STAFF PROGRAM PERCEPTIONS

Eight teachers in each school completed the School Staff Program Perceptions Questionnaire, the results of which are reported fully in Appendix 4. Although the number of respondents is small, several general results bear noting.

Educational Perceptions

As was the case with parents' responses, teachers within the schools tended to view the full-day kindergarten as having positive educational consequences. Teachers felt that most parents were pleased with the full-day kindergarten and that it met the educational needs of the children. It is noteworthy, however, that three teachers did not agree that full-day kindergarten was good for all young children. This is clearly a topic that might be pursued.

Organizational Aspects

As with previous data, teacher responses were more varied than were those of parents, though teachers generally considered the programs well-organized. A few differences between the schools perhaps reflect

some general differences between the two settings. At Royal Arthur, a minority of teachers disagreed with several statements; whereas agreement was unanimous at Lorne. These statements concerned visits to the kindergarten classroom, parental freedom to make unannounced visits to the kindergarten, and the value of parent-teacher conferences. A school difference also emerged on the issue of community resources. Teachers at Royal Arthur tended to feel that the kindergarten need not make much use of community resources such as senior citizens and volunteers, whereas those in Lorne School thought that such resources should be used to a maximum.

Summary of program perceptions

Despite variance in the responses to questions about specific aspects of the kindergarten program, all the teachers agreed that the school board should offer the full-day kindergarten as a permanent program. In determining the major benefits of the program, teachers stressed an increase in readiness skills and increased opportunity for school socialization.

As noted above, virtually all parents were very happy with the program and they similarly felt that it should definitely be offered by P.S.B.G.M. next year. Furthermore, parents were concerned enough to be willing to attend meetings in which the goals of the program would be discussed. Similarly, they indicated interest in meeting to discuss issues of child development, ways of helping their children learn to read, matters of discipline, and to explore how the home and

school can work together.

CONGRUENCY OF OPINIONS AND PERCEPTIONS

The purpose of this aspect of the study was to determine the degree of congruency which existed between perceptions and opinions of school staffs on the one hand, and parent groups on the other. The instrument used for this purpose established five major areas on which such congruency would be measured. These were:

1. Educational Viewpoints. These were items which sampled opinions on general issues pertaining to early childhood education;

2. Objectives for Child. Parents and teachers were asked to rank the importance of some common objectives for kindergarten programs.

3. Adult Involvement with Child. The two groups were asked to indicate who should take the main responsibility for various child activities.

4. Child Activities. Respondents were asked to rate the importance of the same child activities as above.

5. Discipline and Management Techniques. Parents and teachers rated various methods of dealing with undesirable behaviors.

Criteria for Judging Congruency

Perceptions and opinions were considered congruent when responses to an item were in the same direction - that is, either positive or negative - and differed by 20 or less percentage points.

Perceptions and opinions were judged as non-congruent when responses were in the same direction, but differed by 30 or more percentage

points.

Perceptions and opinions were considered to be in disagreement when responses of the groups were in opposite directions, and differed by more than 40 percentage points.

Responses were judged as ambiguous when no clear pattern was evident.

1. Educational Viewpoints:

Lorne School

There was a lack of congruency between parents and teachers on only one item in this section. This concerned the parents' firm belief that children learn best when there is fairly good order and a low noise level in the classroom. Teachers did not feel as strongly about this issue.

There were seven items which reflected disagreement between parents and teachers. Some of these items can be grouped within a general category dealing with matters of structure and order. For example:

> children should be encouraged to work from patterns or models in their beginning art work.
> (parents agree, teachers disagree)
>
> during class there should be more communication between the children and the teacher than between the children.
> (parents agree, teachers disagree)
>
> the use of toys, games and play equipment and materials should be restricted to free play periods.
> (parents agree, teachers disagree)
>
> children should be encouraged to ask the teacher's permission before beginning a new activity on their own.

(parents agree, teachers disagree)

There was also disagreement on certain other issues, such as the need for male kindergarten teachers; teachers saw such a need, parents did not.

Royal Arthur School

Within this section of the questionnaire, non-congruency between the views of parents and teachers occurred more often in this school than in Lorne. Of particular interest is the finding that while the school unanimously supported the inclusion of material and activities from the children's own cultural background, the majority of the parents did not see this as a major consideration.

Issues concerning structure, order, and control in the classroom also surfaced in this school. In general, the parents favored more traditional, authoritarian patterns of classroom management, while teachers preferred less tightly-controlled patterns.

Disagreement existed on the following items:

there is a need for many more male kindergarten and first grade teachers.
(parents disagree, teachers agree)

children should be encouraged to work from patterns or models in their beginning art work.
(parents agree, teachers disagree)

boys are usually more disruptive in class than girls.
(parents agree, teachers disagree)

the use of games, toys and play equipment and materials should be restricted to free play periods.

(parents agree, teachers disagree)

the home is the source of most of the advantages children have in the school.
(parents agree, teachers disagree)

2. Objectives for Child:

Lorne School

Perceptions of the importance of all but two of the listed objectives for kindergarten children were congruent. The learning of social skills was not given as much importance by the home as by the school. The development of motor skills was seen by the parent group as having little importance, while the school group saw this objective as quite important.

The majority of parents disagreed with the majority of teachers who were more likely to stress the importance of providing opportunities for the development of a child's individual interests and creativity.

Royal Arthur School

Congruency existed on all items but one, where major disagreement existed between home and school. This item concerned the importance of the development of motor skills. Parents did not rank this objective as very important, while the teachers gave it a high rank.

Disagreement also existed between the parents and staff of this school on the importance of developing the individual child's interests and creativity.

3. Adult Involvement with Child:

Lorne School

Most items on this part of the questionnaire indicated congruency however, there were a few items where disagreement was evident. Many parents felt that such activities as playing outside games, taking the child on trips outside the immediate home area, trying out new foods, encouraging the child to learn his home address and phone number, and pointing out words and names on such things as labels, were the responsibility of the home.

Royal Arthur School

Parents and teachers viewed almost all of these activities as the joint responsibility of the home and the school, though on three items, a lack of complete congruency was evident. These were:

playing outside games

learning of home phone number

learning of home address

Parents felt it was their responsibility to engage the child in the activities listed above.

4. Child Activities:

Lorne School

Responses to all items on this part of the questionnaire reflected congruency.

Royal Arthur School

On all items but one, the home and school groups were congruent in their assessment of the importance of specified activities. The exception concerned the role of educational television. Watching educational television was considered by parents to be important. Teachers disagreed.

5. Discipline and Management:

These questions required the home and school group to indicate the frequency with which certain discipline and management techniques were used. Considerable variation in the responses was evident.

Lorne School

In Lorne School, lack of congruency existed on several items. Parents reported that they used the following techniques most often, while teachers did not:

touch or hold the child gently and talk to him/her

talk over situation quietly with the child

Teachers reported that they used the following techniques most frequently while parents did not:

show disapproval by word or gesture

physicaliy restrain the child

give children a firm command to stop

point out child's poor behavior to other children

talk over the situation with the child later

have a token or reward system for correcting good behavior

the following items reflected disagreement between parents and teachers regarding the frequency of use of these techniques. In general, parents reported that they used these techniques very often, while teachers used them rarely:

move closer to the child

touch or hold the child gently and talk to him/her

make child complete the task

Royal Arthur School

In Royal Arthur school, a lack of congruency existed on several items. Parents reported that they used the following techniques quite often, while teachers did not use them as frequently:

show disapproval by word or gesture

touch or hold child gently and talk to him/her

physically restrain the child

tell the child immediately what he/she should be doing

praise child when showing appropriate behavior

Teachers reported that they used the following methods most often, while parents did not use them as frequently:

point out child's poor behavior to other children

ignore the child

Summary of Congruency of Opinions and Perceptions

The responses to this questionnaire highlight those areas where either a lack of congruency or disagreement existed between a parent and a school group. These areas are likely to be the ones where parental

support may have been lacking, due possibly to a misunderstanding of the educational rationale for some of these practices. For example, it is obvious that many parents did not support an activity-centered curriculum, and would have preferred a more traditional approach. This lack of congruency in the perception of the value and importance of this approach could lead to serious difficulty between the home and school if no attempt is made to explain the educational rationale behind different approaches. Another example concerns the importance of motor skill development and the use of toys and games. Parents who do not view these as important may wonder why the child spends so much time engaged in these activities.

V. CONCLUSIONS

The following conclusions are intended to highlight both an analysis of the research data and general expert judgement on the issues involved in full-day kindergarten programs.

The conclusions reflect current professional views on the value of full-day kindergarten programs as well as specific aspects related to the programs and communities of Lorne and Royal Arthur.

General Considerations

1. Kindergarten programs are increasingly recognized as an important aspect of overall educational delivery systems for children. Therefore, the maintenance and enhancement of quality kindergarten programs should be a high priority with school systems. (expert opinion)

2. Children attending full-day kindergartens are able to cope with a full-day program without becoming overly tired or experiencing other observable negative consequences. (literature, P.S.B.G.M. data)

3. Full-day kindergartens are a natural outgrowth of full-day care facilities, and any reduction in full-day kindergarten programs should be considered within this context. Thus, reduction from full-day to half-day might have more serious educational and social consequences than would have been the case a decade ago when daycare was less widespread. (expert opinion, P.S.B.G.M. data)

4. Children from inner city schools are especially in need of the educational provisions of a full-day program promoting a type of social and cognitive development which might not otherwise be available. (literature)

5. Full-day kindergartens provide needed opportunities for ethnic and language minorities to acquire those social and linguisitic experiences which are pre-requisite to later success in the school system. (literature)

6. Full-day kindergartens allow increased time and opportunity

to develop readiness skills in the core curriculum areas of literacy and numeracy. (literature, P.S.B.G.M. data)

7. Kindergartens provide opportunities for early positive relationships between home and school. (expert opinion, P.S.B.G.M. data)

8. Parent volunteer involvement in schools is desirable. Such involvement is more easily secured when teachers work with a single group of kindergarten pupils and parents are free to become involved at various times throughout the full school day. (expert opinion, P.S.B.G.M. data)

9. The provision of such programs demonstrates the willingness of the school system to meet community needs. (expert opinion)

Community Views

1. Parents overwhelmingly support the full-day kindergarten programs. (P.S.B.G.M. data)

2. Parents report increased opportunities to know one another through the full-day programs at Lorne and Royal Arthur. (P.S.B.G.M. data)

3. Changing family circumstances reinforce the need for full-time as opposed to part-time custodial care, and parents prefer such custodial care to be offered by a responsible educational authority. (P.S.B.G.M. data, expert opinion)

4. The educational day spans meal-time which is an important consideration for working mothers. (P.S.B.G.M. data)

5. Parents are interested in attending meetings and workshops on relevant topics in early childhood education such as:

   a) goals of the full-day kindergarten

   b) child development in the yearly years

   c) helping your child learn to read

   d) discipline and the young child

   e) how home and school can work together

   f) role of play in learning (P.S.B.G.M. data)

School Views

1. Teachers strongly support full-day kindergartens. (P.S.B.G.M. data)

2. The majority of teachers are of the opinion that full-day attendance does not unduly tire children. (P.S.B.G.M. data)

3. Teachers believe that the program meets the educational and social needs of children. (P.S.B.G.M. data)

4. The schools believe that the program provides appropriate foundations for the development of positive school-community relationships. (P.S.B.G.M. data)

5. The school staffs believe that full-day kindergarten should become a permanent program of all schools. (P.S.B.G.M. data)

Different Perceptions

1. While the four groups surveyed, (2 school staffs and 2 school communities) have similar views on some matters, there are different perceptions on many important issues. The school staffs generally share opinions, but with a different degree of conviction, while the views of the parent groups differ from those of the schools and sometimes from one another. These different perceptions make it difficult to establish uniform school program policies which would receive the support of all reference groups. (P.S.B.G.M. data, expert opinion)

2. The provision of materials and activities from the child's ethnic background is considered very important by school staffs but appears to matter less to parent groups. (P.S.B.G.M. data)

3. Classroom visits by parents and conferences are considered worthwhile in Lorne school, but are questioned by many teachers at Royal Arthur. (P.S.B.G.M. data)

4. School staffs tend to support the adoption of such educational techniques such as ETV, while the Lorne and Royal Arthur parents are somewhat hesitant. (P.S.B.G.M. data)

5. The school staffs generally support an activity-oriented, child-centred curriculum, while parents want to be sure that the child is working, and not playing.

6. The involved schools tolerate a less structured, less authoritarian, style of kindergarten class organization, while parents would prefer to see a quiet orderly classroom,

where the teacher is clearly in charge. (P.S.B.G.M. data)

7. The school staffs stress the importance of social skills training, while parents, particularly those at Royal Arthur, give this less importance, at least in the context of the classroom, than they give to the development of academic skills. (P.S.B.G.M. data)

8. The school staffs place considerable emphasis on the development of the individuality of the child, while parents tend to stress the need for the child to conform to standards. (P.S.B.G.M. data)

9. The school staffs accept the entire range of activities and topics suggested in the questionnaire as appropriate to the kindergarten curriculum while parents, on the other hand, see certain activities and certain sensitive content areas as more appropriately home-based. (P.S.B.G.M. data)

10. The school staffs agree that there is a need for more male kindergarten teachers while the communities do not identify such a need. (P.S.B.G.M. data)

VI. RECOMMENDATIONS

This study's assessment of school and community perceptions of the full-day kindergarten programs at Lorne and Royal Arthur reveals strong support for the continuation of these programs.

Therefore, we recommend:

1. The Royal Arthur and Lorne school communities currently with full-day kindergarten programs should continue to receive this service from the board. The board should continue to support, develop and improve these full-day kindergarten programs.

Research findings suggest that the nature and extent of parental involvement in full-day kindergarten programs are important indices of program success.

Therefore, we recommend:

2. Schools with full-day kindergarten programs should seek to increase parental and community involvement in the following ways.

   a) maximize efforts to increase the number of parents involved as volunteers within the full-day kindergarten programs.

   b) continue to encourage parental attendance at conferences, school meetings, and provide general meetings dealing with useful and interesting topics in early childhood development for parents of kindergarten age children.

   c) explore the possibility of increasing use of other community residents with special skills.

Information gained from this study can assist the development of policies for expansion of the full-day kindergarten programs to other

settings. With regard to such expansion, we recommend:

3. The board should continue to experiment with full-day kindergarten in other settings as needs and resources dictate.

4. Since the findings on the two existing programs indicate differing school staff and parent expectations and perceptions, expansion of full-day kindergarten programs to other settings would require identification of community needs and aspirations, prior to program implementation.

5. Board personnel should maintain close contact with schools establishing new full-day kindergarten programs to assist in the identification of such needs and aspirations.

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VIII. APPENDICES

1. Parent Background Questionnaire

2. School Staff Background Questionnaire

3. Parent Prog·am Perceptions

4. School Staff Program Perceptions

5. Congruency of Opinions and Perceptions

   A1 - Educational Viewpoints, Lorne School
   B1 - Educational Viewpoints, Royal Arthur School
   A2 - Objectives for Child, Lorne School
   B2 - Objectives for Child, Royal Arthur School
   A3 - Adult Involvement with Child, Lorne School
   B3 - Adult Involvement with Child, Royal Arthur School
   A4 - Child Activities, Lorne School
   B4 - Child Activities, Royal Arthur School
   A5 - Discipline and Management, Lorne School
   B5 - Discipline and Management, Royal Arthur School

APPENDIX 1

Parent Background Questionnaire

APPENDIX 1

PARENT BACKGROUND INFORMATION

I have been informed of the purpose of this questionnaire. The answers I give to the following questions will be anonymous, and individual responses will not be revealed to anyone.

PART I Background Information

Who is answering the questions which follow?

Mother of child _____ Father of child _____

Other (describe relationship) _____

How many older brothers does the child have? _____

How many older sisters does the child have? _____

How many younger brothers? _____

How many younger sisters? _____

Are there any other children living in the home? _____

How many years between this child and his/her next oldest sibling? _____

How many years between this child and his/her next youngest singling? _____

Before coming to Kindergarten, did the child attend a pre-Kindergarten program?

No If yes, how often in one week? _____

Yes For how long at one time? _____

Before coming to Kindergarten, did the child attend a day care centre?

No If yes, how often in one week? _____

Yes For how long at one time? _____

How many adults live in the home now?

1 2 3 4 5 6 +

Does this child's mother work during the day?

Yes _____ No _____ Sometimes _____

Does this child's father work during the day?

Yes _____ No _____ Sometimes _____

Who gives this child lunch? Describe relationship.

mother _____ father _____ other relative _____ neighbour _____

baby sitter _____ community program _____

Who supervises this child after school?

mother _____ father _____ other relative _____ neighbours _____

baby sitter _____ community program _____

Please circle the word that best describes the child's general health.

1	2	3	4
poor	fair	good	excellent

Comments: _____

_____

Please indicate your opinion of the child's behaviour in these situations:

With other children the same age at home.

1	2	3	4
poor	fair	good	excellent

Comments: _____

_____

With other children the same age at school.

1	2	3	4
poor	fair	good	excellent

Comments: _____

_____

With adults at home.

1	2	3	4
poor	fair	good	excellent

Comments: _____

_____

With adults at school.

1	2	3	4
poor	fair	good	excellent

Comments: _____

_____

Have you visited the Kindergarten classroom while the children are there?

No _____

Yes _____ How many times? _____

What is it about the child that is most pleasing to you?

_____

_____

What is it about the child that concerns you the most?

_____

_____

Do you have a subscription to a special child's magazine?

Yes _____ No _____

If yes, please indicate name of magazine _____

Do you find time to sit alone with the child?

_____once a day

_____three times a week

_____seldom

_____never

When you can sit alone with him/her, what kind of activities do you do?

_____read a book to the child

_____play with the child

_____watch T.V. with the child

_____sing or listen to records with the child.

APPENDIX 2

School Staff Background

APPENDIX 2

SCHOOL STAFF BACKGROUND INFORMATION

I have been informed of the purpose of this questionnaire. The answers I give to the following questions will be anonymous, and individual responses will not be revealed to anyone.

Please indicate the role of the person responding to this questionnaire:

A teacher of either pre-kingergarten, or kindergarten _____

A teacher of grades 1, 2, or 3 _____

A current member of the school administration (Principal or Vice-Principal) _____

A former member of the school administration (Principal or Vice-Principal) _____

A member of the School Committee _____

A member of the School Council _____

A para-professional such as a Teacher Aide or volunteer working in the school on a regular basis _____

1. Information Gathering

Please indicate which of the following procedures are used for gathering individual information on each child in the Kindergarten class.

1.	Entry or Background Information	Yes ☐	No ☐	When? _____
2.	Check list of specific skills	Yes ☐	No ☐	When? _____
3.	Standardized readiness tests	Yes ☐	No ☐	When? _____
4.	Health checks: Vision	Yes ☐	No ☐	When? _____
	Hearing	Yes ☐	No ☐	When? _____

2. Communication Between Home and School

Which of the following procedures are used for Home/School communication?

(please check appropriate square)	YES	NO	WHICH TERM 1st	2nd	3rd	4th
Term Report Cards						
- graded						
- anecdotal						
- check list						
Term Parent Interview						
Term Report Card and Interview						
Group Meetings of Parents of Kindergarten students						
General Parent meetings across grade levels						
Special social evening for parents of Kindergarten students						
Special social evening for parents of all grade levels						
Parent visits to Kindergarten at request of teacher						
Parent initiated visits to Kindergarten						
Letters or newsletters to parents from Kindergarten or from school						
Regular phone calls						
Home visits by teacher						

3. Community Participation

Please rate the degree of participation in the Kindergarten program of the following groups:

(please circle the appropriate number)	None	Limited	Moderate	Extensive
1. Parent Volunteers	1	2	3	4
2. Senior Citizens	1	2	3	4
3. Community Residents with Special Skills	1	2	3	4
4. Community Service Organizations	1	2	3	4
5. Teacher Trainees	1	2	3	4
6. Older children in the school	1	2	3	4

SCHOOL STAFF BACKGROUND INFORMATION

	Lorne School (N=14)	Number	Royal Arthur (N=11)	Number
PART I Staff Perceptions Regarding Full Day Kindergarten Program Role of the person responding to this questionnaire	(1) Pre-K or Kindergarten Teacher	2	(1) Pre-K or Kindergarten Teacher	2
	(2) Grade 1, 2 or 3, Teacher	6	(2) Grade 1, 2 or 3	3
	(3) Current Vice-Principal or Principal	2	(3) Current Vice-Principal or Principal	2
	(4) Former Vice-Principal or Principal	2	(4) Former Vice-Principal or Principal	0
	(5) On School Committee	1	(5) On School Committee	0
	(6) On School Council	1	(6) On School Council	3
	(7) Para-Professional e.g. Teacher's Aide or Volunteer working regularly in the school	0	(7) Para-Professional	1
	(8) Member of School Committee and Para-Professional	0	(8) Member of School Committee and Para-Professional	0
INFORMATION GATHERING: The following indicates which procedures are reported by the school staff as used for gathering information on each child in the kindergarten class, and the time of year this information is obtained. Entry or Background Information	YES 8 NO 1 WHEN FALL (7)		YES 4 NO WHEN FALL (3)	
Check list of specific skills	YES 9 NO 1 WHEN FALL (8)		YES 2 NO WHEN FALL (2)	
Standardized readiness tests	YES 2 NO 3 WHEN FALL (2)		YES 1 NO WHEN WINTER (1)	

SCHOOL STAFF BACKGROUND INFORMATION	Lorne School (N=14)	Royal Arthur (N=11)
(cont'd)		
Health checks: Vision	YES 8 NO WHEN FALL (6)	YES 3 NO WHEN FALL (3)
Hearing	YES 8 NO WHEN FALL (6) WINTER (1)	YES 3 NO WHEN FALL (3)

COMMUNICATION BETWEEN HOME AND SCHOOL Which of the following procedures are used for HOME/SCHOOL communication?		
Grades	Yes 9 No -	Yes 9 No -
Anecdotal Reports	Yes 8 No -	Yes 3 No -
Checklist	Yes 3 No -	Yes 4 No -
Parent Interviews	Yes 9 No -	Yes 8 No -
Report Card and Interview	Yes 9 No -	Yes 9 No -
Group Meeting	Yes 7 No -	Yes 2 No 1
General Parent Meeting	Yes 9 No -	Yes 5 No 1
Social Kindergarten Evening	Yes 5 No 1	Yes 2 No 2
Social Evening for all Parents	Yes 6 No 1	Yes 8 No -
Parent Visits	Yes 9 No -	Yes 7 No -
Parent Initiated Visits	Yes 6 No 2	Yes 6 No -
Letters	Yes 6 No 1	Yes 8 No -
Phone Calls	Yes 5 No 1	Yes 4 No 3
Home Visits	Yes - No 7	Yes 1 No 3

SCHOOL STAFF BACKGROUND INFORMATION	Lorne School (N=14)	Royal Arthur (N=11)
COMMUNITY PARTICIPATION: The degree of participation in the Kindergarten program of the following groups: Parent Volunteers	NONE - LIMITED - MODERATE - EXTENSIVE 10	NONE - LIMITED 2 MODERATE 8 EXTENSIVE 1
Senior Citizens	NONE 6 LIMITED 5 MODERATE - EXTENSIVE -	NONE 9 LIMITED - MODERATE - EXTENSIVE -
Community Residents with Special Skills	NONE 5 LIMITED 2 MODERATE 1 EXTENSIVE 1	NONE 4 LIMITED 4 MODERATE - EXTENSIVE 1
Community Service Organizations	NONE 4 LIMITED 2 MODERATE 2 EXTENSIVE 1	NONE 4 LIMITED 3 MODERATE - EXTENSIVE 1
Teacher Trainees	NONE 1 LIMITED 2 MODERATE 5 EXTENSIVE 1	NONE 1 LIMITED 4 MODERATE 4 EXTENSIVE -
Older children in the School	NONE 3 LIMITED 1 MODERATE 3 EXTENSIVE 2	NONE 2 LIMITED 4 MODERATE 3 EXTENSIVE 2

APPENDIX 3

Parent Program Perceptions

APPENDIX 3

PARENT PROGRAM PERCEPTIONS

PROTESTANT SCHOOL BOARD OF GREATER MONTHREAL
KINDERGARTEN PROJECT

END-OF-YEAR QUESTIONNAIRE

Our records show that you have a child who has been attending a full time Kindergarten program in one of two P.S.B.G.M. schools. We would like your views about this program, and ask that you share them with us using the following questionnaire. Please read the following statement carefully:

I have been informed of the purpose of this questionnaire. The answers I give to the following questions will be anonymous, and individual responses will not be revealed to anyone.

My child attends:
_____ Lorne School
_____ Royal Arthur School

Are you the child's:
_____ mother
_____ father
_____ other (describe relationship)

Does this child's mother work outside the home?

_____ yes, in the daytime
_____ yes, at night time
_____ sometimes
_____ no

Does this child's father work outside the home?

_____ yes, in the daytime
_____ yes, at night time
_____ sometimes
_____ no

Where does this child go to have lunch?

_____ home
_____ to a relative
_____ to a neighbour
_____ to a baby sitter
_____ to a community program
_____ stays at school

If this child goes to a community lunch program, who takes him/her?

_____

_____

Who supervises this child after school?

____ mother	____ other relative
____ father	____ neighbours
____ both parents	____ baby sitter
	____ community program

Do you have a child who will be in Kindergarten next year (1981-82)?

____ yes ____ no

What school will this child be attending?

____ Lorne School
____ Westmount Park School
____ another P.S.B.G.M. school
____ don't know
____ another school in the community

About your child

Which of the following statements are true about your child?

My child:

has made several new friends in Kindergarten	Yes No
was looking forward to coming to Kindergarten	Yes No
learned a lot of reading readiness skills in Kindergarten	Yes No
was happy in the full day Kindergarten	Yes No
had no trouble adjusting to the full day Kindergarten	Yes No
made good overall progress in Kindergarten	Yes No
learned a lot of number skills	Yes No
improved his/her motor co-ordination skills	Yes No
learned to complete a task	Yes No
learned to be neat and tidy	Yes No
learned to behave well in a group	Yes No
learned a great deal through games, toys and play equipment	Yes No

About the Full-day Kindergarten Program

Which of the following statements are true about the full day Kindergarten program?

report cards are very easy to understand	Yes No
the school hours are too long	Yes No
teachers are available when you want to talk to them	Yes No
parents are able to visit the Kindergarten as often as they want	Yes No
the school has regular meetings with the parents of Kindergarten children	Yes No
it is not safe for the school to take Kindergarten children on field trips	Yes No
the Kindergarten teachers visit the child when he/she is at home	Yes No
the Kindergarten used community resources such as senior citizens, and parents as volunteers	Yes No
the full day Kindergarten is necessary so that a responsible group is taking care of my child during the day	Yes No
most other parents are pleased with the full day Kindergarten program	Yes No
the full day Kindergarten program spent the right amount of time preparing children for school	Yes No
parents can get to know other parents who have children of the same age	Yes No
trips during school time were useful experiences for the children	Yes No

About your views

Did you visit the full-day Kindergarten this year?

_____ yes _____ no

How often did you visit?

_____ once over the school year
_____ two or three times over the school year
_____ one or two times a week
_____ three or more times a week

How helpful in understanding the Kindergarten program did you find this visit?

1	2	3	4
not at all helpful	not very helpful	helpful	very helpful

In general, how happy are you with the full-day Kindergarten program?

1	2	3	4
very unhappy	unhappy	happy	very happy

Do you think the Protestant School Board of Greater Montreal should offer the full-day Kindergarten program again next year?

1	2	3	4
No Not at all	With a lot of changes	With a few changes	Yes definitely

In general, how would you rate your child's behavior in school?

1	2	3	4
very poor	poor	good	very good

In general, how would you rate the behavior of the <u>other</u> children in the class?

1	2	3	4
very poor	poor	good	very good

	Yes	No	before the child begins kindergarten	during the kindergarten year
Would you be interested in meetings about: the goals of the Full Day Kindergarten Program				
child development in the early years				
helping your child learn to read				
Discipline and the young child				
how the home and school can work together				
the role of play in learning				

From your experience can you identify three aspects of the full-day Kindergarten program that were the most beneficial to your child?

1) _____

_____

2) _____

_____

3) _____

_____

From your experience can you suggest any changes which might be made in the full-day Kindergarten program?

_____

_____

_____

_____

_____

P.S.B.G.M. FULL DAY KINDERGARTEN EVALUATION

PARENT PROGRAM PERCEPTIONS — SPRING - 1981

	Lorne School (N=15)		Royal Arthur (N= 9)	
Parent's child attends:	(1) Lorne School (2) Royal Arthur School	15 0	(1) Lorne School (2) Royal Arthur School	0 9
Person who answered questions:	(1) Mother (2) Father (3) Other	14 1	(1) Mother (2) Father (3) Other	6 2 1
Mother work outside the home?	(1) Yes, in the daytime (2) Yes, at night time (3) Sometimes (4) No	3 0 3 9	(1) Yes, in the daytime (2) Yes, at night time (3) Sometimes (4) No	3 0 0 6
Father work outside the home?	(1) Yes, in the daytime (2) Yes, at night time (3) Sometimes (4) No	6 3 0 2	(1) Yes, in the daytime (2) Yes, at night time (3) Sometimes (4) No	7 1 1 0
Where does child have lunch?	(1) Home (3) Relative (4) Neighbour (5) Baby Sitter (6) Community Service (8) Stays at School	12 1 0 0 0 2	(1) Home (3) Relative (4) Neighbour (5) Baby Sitter (6) Community Service (8) Stays at School	3 6
Who supervises this child after school?	(1) Mother (2) Father (3) Relative (4) Neighbour (5) Baby Sitter (6) Community Program (7) Both Parents	13 0 1 1 0 0 0	(1) Mother (2) Father (3) Relative (4) Neighbour (5) Baby Sitter (6) Community Program (7) Both Parents	6 0 1 1 0 0 1

PARENT PROGRAM PERCEPTIONS — SPRING - 1981

		Lorne School (N= 15)		Royal Arthur School (N= 9)	
Do you have a child who will be in Kindergarten next year?81-82	(1) Yes (2) No	0 15		(1) Yes (2) No	1 8
What School will this child be attending?	(1) Lorne School (2) Westmount Park School (3) Another P.S.B.G.M. School (4) Don't Know (5) Another School in Community	7 0 1 0 0		(1) Lorne School (2) Westmount Park School (3) Another P.S.B.G.M. School (4) Don't Know (5) Another School in the Community	0 5 1 2 0
Child has made several new friends in Kindergarten:	(1) Yes (2) No	15 0		(1) Yes (2) No	9
Child was looking forward to coming to Kindergarten:	(1) Yes (2) No	13		(1) Yes (2) No	9
Child learned a lot of reading readiness skills in Kindergarten:	(1) Yes (2) No	15		(1) Yes (2) No	9
Child was happy in the full day Kindergarten:	(1) Yes (2) No	15		(1) Yes (2) No	8
Child had no trouble adjusting to the full day Kindergarten:	(1) Yes (2) No (3) Said No but meant Yes	6 5 4		(1) Yes (2) No (3) Said No but meant Yes	4 5
Child made good overall progress in Kindergarten:	(1) Yes (2) No	15		(1) Yes (2) No	9
Child learned a lot of number skills:	(1) Yes (2) No	15		(1) Yes (2) No	9
Child improved his/her motor co-ordination skills:	(1) Yes (2) No	15		(1) Yes (2) No	9

PARENT PROGRAM PERCEPTIONS — SPRING - 1991 — Lorne School (N= 15) — Royal Arthur School (N= 9)

Child learned to complete a task:	(1) Y B (2) No	15	(1) Yes (2) No	9
Child learned to be neat and tidy:	(1) Yes (2) No	15	(1) Yes (2) No	9
Child Learned to behave well in a group:	(1) Yes (2) No	14 1	(1) Yes (2) No	9
Child learned a great deal through games, toys and play equipment:	(1) Yes (2) No	15	(1) Yes (2) No	9
Report cards are very easy to understand:	(1) Yes (2) No	15	(1) Yes (2) No	9
The school hours are too long:	(1) Yes (2) No	15	(1) Yes (2) No	9
Teachers are available when you want to talk to them:	(1) Yes (2) No	15	(1) Yes (2) No	9
Parents are able to visit the Kindergarten as often as they like:	(1) Yes (2) No	15	(1) Yes (2) No	9
The School has regular meetings with the parents of Kindergarten children:	(1) Yes (2) No	12 3	(1) YEs (2) No	8 1
It's not safe for the school to takeKindergarten children on field trips:	(1) Yes (2) No (3) Said No but meant Yes	1 9 5	(1) YEs (2) No (3) Said No but meant Yes	1 6 2
The Kindergarten teachers visit the child when he/she is at home:	(1) Yes (2) No	2 13	(1) Yes (2) No	0 9
The Kindergarten used community resources such as senior citizens, and parents as volunteers:	(1) Yes (2) No	14	(1) Yes (2) No	9

PARENT PROGRAM PERCEPTIONS — SPRING - 1981 — Lorne School (N= 15) — Royal Arthur School (N= 9)

The full Kindergarten is necessary so that a responsible group is taking care of my child during the day:	(1) Yes (2) No	11 3	(1) Yes (2) No	9
Most other parents are pleased with the full day Kindergarten:	(1) Yes (2) NO	14	(1) Yes (2) No	9
The full day Kindergarten program spent the right amount of time preparing children for school:	(1) Yes (2) No	14	(1) Yes (2) No	9
Parents can get to know other parents who have children of the same age:	(1) Yes (2) No	15	(1) Yes (2) No	9
Trips during school time were useful experiences for the children:	(1) Yes (2) No	15	(1) Yes (2) No	9
Did you visit the full day Kindergarten this year?	(1) Yes (2) No	14 1	(1) Yes (2) No	8 1
How often did you visit?	(1) Once over the school year (2) Two or three times over the school year (3) One or two times a week (4) Three or more times a week	4 6 0 4	(1) Once over the school year (2) Two or three times over the school year (3) One or two times a week (4) Three or more times a week	0 3 0 5
How helpful in understanding the Kindergarten program did you find this visit?	(1) Not at all helpful (2) Not very helpful (3) Helpful (4) Very helpful	0 0 3 11	(1) Not at all helpful (2) Not very helpful (3) Helpful (4) Very helpful	0 0 1 8
In general, how happy are you with the full day Kindergarten program?	(1) Very happy (2) Unhappy (3) Happy (4) Very happy	0 0 1 14	(1) Very happy (2) Unhappy (3) Happy (4) Very happy	0 0 0 9
Do you think the Protestant School Board of Greater Montreal should offer the full day Kindergarten program again next year?	(1) No, not at all (2) With a lot of changes (3) With a few changes (4) Yes definitely	0 0 1 14	(1) No, not at all (2) With a lot of changes (3) With a few changes (4) Yes definitely	9

PARENT PROGRAM PERCEPTIONS SPRING - 1981 Lorne School (N=15) Royal Arthur School (N= 7)

In general, how would you rate your child's behavior in school?	(1) Very poor (2) poor (3) good (4) very good	0 0 5 10	(1) Very poor (2) poor (3) good (4) very good	 1 6
In general, how would you rate the behavior of the other children in the class?	(1) Very poor (2) Poor (3) Good (4) Very good	0 0 12 3	(1) Very poor (2) Poor (3) Good (4) Very good	 4 5
Interested in meeting about the goals of the full day Kindergarten Program?	(1) Yes (2) No (1) Before the child begins K. (2) During the Kindergarten year (3) Both periods of time	14 1 2 5 2	(1) Yes (2) No (1) Before the child begins K. (2) During the K. year (3) Both periods of time	4 5 3
Interested in meeting about child development in the early years:	(1) Yes (2) No (1) Before the child begins K. (2) During the K. year (3) Both periods of time	12 2 6 1 0	(1) Yes (2) No (1) Before the child begins K. (2) During the K. year (3) Both periods of time	7 2 5 1
Interested in meeting about helping your child learn to read:	(1) Yes (2) No (1) Before the child begins K. (2) During the K. year (3) Both periods of time	15 0 3 3 0	(1) Yes (2) No (1) Before the child begins K. (2) During the K. year (3) Both periods of time	7 2 5 2
Interested in meeting about discipline and the young child:	(1) Yes (2) No (1) Before the child begins K. (2) During the K. year (3) Both periods of time	15 0 7 1 0	(1) Yes (2) No (1) Before the child begins K. (2) During the K. year (3) Both periods of time	7 2

PARENT PROGRAM PERCEPTIONS — SPRING - 1981

		Lorne School (N=15)	Royal Arthur School (N= 9)
Interested in meeting about how the home and school can work together:	(1) Yes	14	6
	(2) No	1	2
	(1) Before the child begins K.	3	4
	(2) During the K. year	4	2
	(3) Both periods of time	0	
Interested in meeting about the role of play in learning:	(1) Yes	15	6
	(2) No	1	2
	(1) Before the child begins K.	4	3
	(2) During the K. year	4	3
	(3) Both periods of time	0	
From your experience can you identify three aspects of the full day Kindergarten program that were the most beneficial to your child?	(1) More time, individual rate, mature, and preparation for Grade one.	2	2
	(2) Social aspects-getting along and working in a group.	7	1
	(3) Learn to Read and Write	5	5
	(4) Learn Arithmetic	0	
	(5) Study of nature, fiel trips, physical activity, creativity.	0	
	(6) Encouragement (more)	1	
	(7) Not moody or bored when at home	0	
	(8) French Program	0	

McGILL UNIVERSITY, FACULTY OF EDUCATION, OFFICE OF RESEARCH ON EDUCATIONAL POLICY

PARENT PROGRAM PERCEPTIONS SPRING - 1981

	Lorne School (N 15)		Royal Arthur (N= 9)	
Second benefit:	(1) More time, individual rate, mature preparation for Grade one.	8	(1) More time. individual rate, preparation for Grade one.	3
	(2) Social aspects-getting along and working in a group.	2	(2) Social aspects-getting along and working in a group.	3
	(3) Learn to Read and Write.	1	(3) Learn to Read and Write.	3
	(4) Learn Arithmetic.	4	(4) Learn Arithmetic.	
	(5) Study of nature, field trips, physical activity, creativity.	1	(5) Study of nature, field trips, physical activity, creativity	0
	(6) Encouragement (more)	1	(6) Encouragement (more)	0
	(7) Not moody or bored when at home	0	(7) Not moody or bored when at home	1
	(8) French Program	0	(8) French Program	
Third Benefit:	(1) More time, individual rate, mature preparation for Grade one.	1	(1) More time, individual rate, preparation for Grade One.	1
	(2) Social aspects-getting along and working in a group.	4	(2) Social aspects-getting along and working in a group.	2
	(3) Learn to Read and Write.	1	(3) Learn to Read and Write	0
	(4) Learn Arithmetic.	1	(4) Learn Arithmetic	1
	(5) Study of nature, field trips, physical activity, creativity.	2	(5) Study of nature, field trips, physical activity, creativity	1
	(6) Encouragement (more)	0	(6) Encouragement (more)	0
	(7) Not moody or bored when at home	0	(7) Not moody or bored when at home.	0
	(8) French Program	0	(8) French Program.	1
Can you suggest changes which might be made in the full day Kindergarten Program?	(1) No changes	13	(1) No changes	6
	(2) French too difficult	1	(2) French too difficult	0
	(3) More individual counselling	1	(3) More individual counselling	0
	(4) French, more homework	0	(4) French, more homework	1
Second Change:	(1) No changes		(1) No changes	
	(2) French too difficult		(2) French too difficult	
	(3) More individual counselling		(3) More individual counselling	
	(4) French, more homework		(4) French, more homework	

APPENDIX 4

School Staff Program Perceptions

Instrument

Results

APPENDIX 4

SCHOOL STAFF PROGRAM PERCEPTIONS

END-OF-YEAR QUESTIONNAIRE

As professionals working in one of two P.S.B.G.M. schools which have had a full-day Kindergarten program, we would like to have your opinion concerning several aspects of the Kindergarten program, and ask that you share them with us, using the following questionnaire. Please read the following statement carefully:

I have been informed of the purpose of this questionnaire. The answers I give to the following questions questions will be anonymous, and individual responses will not be revealed to anyone.

I am a member of: _____ Lorne School Staff
_____ Royal Arthur School Staff

Please indicate the role of the person responding to this questionnaire:

A teacher of either pre-kindergarten, or kindergarten _____

A teacher of grades 1, 2, or 3 _____

A current member of the school administration (Principal or Vice-Principal) _____

A former member of the school administration (Principal or Vice-Principal) _____

A member of the School Committee _____

A member of the School Council _____

A para-professional such as aTeacher Aide or volunteer working in the school on a <u>regular basis</u> _____

END-OF-YEAR QUESTIONNAIRE
TEACHERS

1. Report cards from the Kindergarten are easy for parents to understand.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

Comments:

_____

_____

2. The school hours for the Kindergarten are too long.

1	2	3	4

Comments:

_____

_____

3. Kindergarten teachers are available when parents want to talk to them.

1	2	3	4

Comments:

_____

_____

4. Most parents are pleased with the full day Kindergarten.

1	2	3	4

Comments:

_____

_____

5. The full day Kindergarten is meeting the educational needs of the child.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

Comments:

_____

_____

6. The full day Kindergarten program emphasizes reading readiness as much as it should.

1	2	3	4

Comments:

_____

_____

7. The full day Kindergarten has too much involvement with the community.

1	2	3	4

Comments:

_____

_____

8. The full day Kindergarten is good for all young children.

1	2	3	4

Comments:

_____

_____

9. Parents visits to the Kindergarten classroom while children are in school are very worthwhile.

1	2	3	4

Comments:

_____

_____

10. Parent-Teacher conferences or interviews are very helpful in understanding the child from both the Teachers and parents point of view.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

Comments:

_____

_____

11. Parents should be free to visit the Kindergarten classroom whenever they want to.

1	2	3	4

Comments:

_____

_____

12. The School Board should offer the full day kindergarten as a permanent program.

1	2	3	4

Comments:

_____

_____

13. The school should have regular group meetings with the parents of all Kindergarten children.

1	2	3	4

Comments:

_____

_____

14. Parents should invite the Kindergarten teacher to visit the child at home.

1	2	3	4

Comments:

_____

_____

15. The Kindergarten program should use community resources, such as senior citizens, as volunteers, as much as possible.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

Comments:

_____

_____

16. Would you identify, from your professional viewpoint, three aspects of the Full-day Kindergarten program that are most beneficial to the children next year?

17. In your professional opinion what changes might be made in the Full-day kindergarten program?

1 STRONGLY DISAGREE
2 DISAGREE
3 AGREE
4 STRONGLY AGREE

SCHOOL STAFF PROGRAM PERCEPTIONS SPRING '81

	Lorne School (N=8)				Royal Arthur (N=8)			
	1	2	3	4	1	2	3	4
Report cards from the Kindergarten are easy for parents to understand.	N %		N 3 50	3 50%	N %		N 6 86	1 14 %
The school hours for the Kindergarten are too long.	N 2 25	5 63 %	N	1 13 %	N 4 50	3 38 %	N 1 12	%
Kindergarten teachers are available when parents want to talk to them.	N %		N 2 25	6 75 %	N %		N 5 63	3 37%
Most parents are pleased with the full day Kindergarten.	N %		N 1 20	4 80 %	N %	1 13 %	N 1 13	6 74 %
The full day Kindergarten is meeting the educational needs of the child.	N %		N 2 25	6 75 %	N %		N 2 25	6 75 %
The full day Kindergarten program emphasizes reading readiness as much as it should	N %		N 1 13	7 87 %	N %		N 2 25	6 75 %
The full day Kindergarten has too much involvement with the community	N 4 50	3 38 %	N 1 12	%	N 4 50	4 50 %	N	%
The full day Kindergarten is good for all young children	N %	2 29 %	N 1 14	4 57 %	N %	1 13%	N 4 50	3 37 %

1 STRONGLY DISAGREE
2 DISAGREE
3 AGREE
4 STRONGLY AGREE

SCHOOL STAFF PROGRAM PERCEPTIONS SPRING '81

	Lorne School (N= 8)				Royal Arthur (N= 8)			
	1	2	3	4	1	2	3	4
Parents visits to the Kindergarten classroom while children are in school are very worthwhile.	N / %		N 2 / 25 %	6 / 75 %	N / %	3 / 38 %	N 4 / 50 %	1 / 12 %
Parent-Teacher conferences or interviews are very helpful in understanding the child from both the Teachers and Parents points of view	N / %		N 2 / 25 %	6 / 75 %	N 1 / 13 %		N 2 / 25 %	5 / 62 %
Parents should be free to visit the Kindergarten classroom whenever they want to.	N 1 / 13 %	1 / 13 %	N 3 / 37 %	3 / 37 %	N 3 / 43 %	1 / 14 %	N 3 / 43 %	/ %
The School Board should offer the full day Kindergarten as a permanent program	N / %		N 2 / 25 %	6 / 75%	N / %		N 2 / 29 %	5 / 71 %
The school should have regular group meetings with the parents of all Kindergarten children.	N / %		N 4 / 50 %	4 / 50%	N 1 / 14 %	1 / 14 %	N 5 / 72 %	/ %
Parents should invite the Kindergarten teacher to visit the child at home	N / %	4 / 57%	N 1 / 14 %	2 / 29%	N 2 / 25 %	4 / 50 %	N 2 / 25 %	/ %
The kindergarten program should use community resources, such as senior citizens, as volunteers, as much as possible.	N / %		N 4 / 50 %	4 / 50%	N 1 / 14 %	3 / 43 %	N 3 / 43 %	/ %
	N / %		N / %		N / %		N / %	

SCHOOL STAFF PROGRAM PERCEPTIONS SPRING '81	LORNE SCHOOL (N= 8)		ROYAL ARTHUR (N= 8)	
Would you identify, from your professional viewpoint, three aspects of the Full Day Kindergarten Program that ar most beneficial to the children next year?	(1) Readiness Skills (2) Readiness Skills & Behavior (3) Readiness Skills & Behavior & Motor Coordination.	2 1 2	(1) Readiness Skills (2) Readiness Skills & Behavior (3) Readiness Skills & Behavior & Motor Coordination.	1 5
In your professional opinion what changes might be made in the Full-day kindergarten program?	(1) No (2) More academic skills taught at the end of the year. (3) Parent volunteers, instead of Aides should supervise children at lunch time. (4) More parents should attend interviews.	3	(1) No (2) More academic skills taught at end of year (3) Parent volunteers, instead of Aides should supervise children at lunch time. (4) More parents should attend interviews.	2 2 1

APPENDIX 5

Congruency of Opinions and Perception

Instrument

Results

APPENDIX 5

CONGRUENCY OF OPINIONS AND PERCEPTIONS
QUESTIONNAIRE

1. Educational Viewpoints

(please circle appropriate response)

1. It is too early to encourage children to start reading at age five
   Agree Disagree

2. It is important to include a number of activities in school about children's own cultures and ethnic groups.
   Agree Disagree

3. Classroom visitors, however well-meaning, tend to distract children and disrupt class activities.
   Agree Disagree

4. Children should be encouraged to tell the teacher and the class about incidents that happened outside the class.
   Agree Disagree

5. Boys generally have more trouble learning language skills than girls do.
   Agree Disagree

6. The teacher should praise children often for neatness in appearance and work.
   Agree Disagree

7. Children should have assigned seats and places for at least part of a school day.
   Agree Disagree

8. There is a need for many more male kindergarten and first grade teachers.
   Agree Disagree

9. Disadvantaged children generally have more trouble learning number skills than middle-class children do.
   Agree Disagree

Educational Viewpoints (cont'd)

10. Young children should be encouraged to work from patterns or models in their beginning art work.

Agree Disagree

11. Children will make most intellectual and personal-social progress if the teacher is from the same ethnic group as the majority of the class.

Agree Disagree

12. It is generally not a good educational practice to devote class time to educational television programs such as "Sesame Street".

Agree Disagree

13. Children learn best when there is fairly good order and a low noise level in the classroom.

Agree Disagree

14. Children should seldom be allowed to leave a task without completing it.

Agree Disagree

15. Children should be encouraged to speak in complete sentences at every possible opportunity.

Agree Disagree

16. Boys are usually more disruptive in class than girls.

Agree Disagree

17. During class, there should be more communication between the children and the teacher than between the children.

Agree Disagree

18. It is important for teachers to have schedules and activity plans worked out well in advance for kindergarten and Grade 1 classes.

Agree Disagree

Educational Viewpoints (cont'd)

19. The use of games, toys and play equipment and materials should be restricted to free play periods.

Agree Disagree

20. Children should be encouraged to ask the teachers' permission before beginning a new activity on their own.

Agree Disagree

21. Girls usually have more trouble learning number skills than boys do.

Agree Disagree

22. Disadvantaged children generally have more trouble learning language skills than middle-class children do.

Agree Disagree

23. The home is the source of most of the difficulties children have in school.

Agree Disagree

24. Traditional children's literature (fairy tales, nursery rhymes, etc.) has a definite place in kindergarten program.

Agree Disagree

25. Each day's activities should be derived almost entirely from children's own interests and spontaneous questions, or incidents that occur in the environment.

Agree Disagree

Educational Viewpoints (cont'd)

26. One of the teacher's most important responsibilities is to establish classroom rules and procedures and ensure children learn them.

Agree Disagree

27. The home is the source of most of the advantages children have in school.

Agree Disagree

28. There should be some time during each day in school when children are free to choose any activity or material they wish.

Agree Disagree

29. Parents should be involved in planning pre-school and kindergarten activities.

Agree Disagree

30. Sensitive content such as sex, death, birth, religion and fears should be avoided as much as possible in kindergarten classroom.

Agree Disagree

2. Objectives for Child

Please rate the importance of the following goals for a Kindergarten child.

1. Learning social skills; how to get along with other children

Not Very Important	Fairly Important	Quite Important	Extremely Important
1	2	3	4

2. The learning of reading readiness skills that will prepare him/her for grade one.

1 2 3 4

3. The exploration of his/her own interests and creativity.

1 2 3 4

4. The development of himself/herself as a person and a learner.

1 2 3 4

5. The continual development of motor skills.

1 2 3 4

6. The encouragement of habits of healthful living.

1 2 3 4

7. The provision of opportunities for children to develop thinking skills, (e.g. learning to reason, solve problems, make decisions, express opinions and form conclusions)

1 2 3 4

8. Which one of the goals above do you believe is the most important?

Number _____

3. Adult Involvement with Child.

Who do you think should do the following things with a Kindergarten child?

1.	read stories to him/her	Parent	Teacher	Both
2.	play outside games	Parent	Teacher	Both
3.	encourage the child to dress alone	Parent	Teacher	Both
4.	answer questions as completely as possible	Parent	Teacher	Both
5.	play number games	Parent	Teacher	Both
6.	point out words in labels, etc.	Parent	Teacher	Both
7.	take him/her on trips outside the immediate home area	Parent	Teacher	Both
8.	encourage him/her to use crayons	Parent	Teacher	Both
9.	play with other children the same age	Parent	Teacher	Both
10.	try new foods	Parent	Teacher	Both
11.	encourage him/her to listen to music and learn songs	Parent	Teacher	Both
12.	join group activities with other children	Parent	Teacher	Both
13.	finish a job, once it's started	Parent	Teacher	Both
14.	use new words with the child	Parent	Teacher	Both
15.	encourage him/her to learn the phone number at home	Parent	Teacher	Both
16.	encourage him/her to learn the address at home	Parent	Teacher	Both
17.	encourage him/her to print his name	Parent	Teacher	Both
18.	encourage him/her to retell stories	Parent	Teacher	Both
19.	encourage him/her to learn the alphabet	Parent	Teacher	Both
20.	watch educational programs on T.V.	Parent	Teacher	Both
21.	teach him/her to obey	Parent	Teacher	Both
22.	make sure toys are put away	Parent	Teacher	Both
23.	teach him/her nursery rhymes	Parent	Teacher	Both

4. Child Activities

How important do you think the following things are for a Kindergarten child to do?

	Unimportant	Not Very Important	Important	Very Important
1. have stories read to him/her	1	2	3	4
2. play outside	1	2	3	4
3. be able to dress alone	1	2	3	4
4. have questions answered as completely as possible	1	2	3	4
5. play number and counting games	1	2	3	4
6. have words on labels pointed out to him/her	1	2	3	4
7. go on trips outside the immediate home area	1	2	3	4
8. use crayons at home	1	2	3	4
9. play with other children the same age	1	2	3	4
10. try new foods	1	2	3	4
11. listen to music and learn songs	1	2	3	4
12. join group activities with other children	1	2	3	4
13. finish a job, once it's started	1	2	3	4
14. use new words with the child	1	2	3	4
15. know own phone number	1	2	3	4
16. know own address	1	2	3	4
17. print his/her name	1	2	3	4
18. retell simple stories	1	2	3	4
19. name letters of the alphabet	1	2	3	4
20. watch educational programs on T.V.	1	2	3	4
21. obey the person in charge	1	2	3	4
22. put away toys	1	2	3	4
23. learn nursery rhymes	1	2	3	4

5. Discipline/Management Techniques

Please indicate how frequently you feel it would be appropriate to manage or change a child's behaviour using the following techniques:
(please circle the appropriate response)

1. Ignore the child/children.
   Often Sometimes Never

2. Show disapproval by word or gesture.
   Often Sometimes Never

3. Move closer to the child/children.
   Often Sometimes Never

4. Touch or hold the child gently and talk to him/her.
   Often Sometimes Never

5. Physically restrain the child.
   Often Sometimes Never

6. Give the child/children a firm command to stop.
   Often Sometimes Never

7. Tell the child/children immediately what he/she should be doing.
   Often Sometimes Never

8. Re-direct the child/children to another activity.
   Often Sometimes Never

9. Re-direct the child to another group of children.
   Often Sometimes Never

Discipline/Management Techniques (cont'd)

10. Show the child an example of another child's appropriate behaviour.
Often Sometimes Never

11. Point out the child's/group's poor behaviour to the other children.
Often Sometimes Never

12. Isolate/give time out to child:
Often Sometimes Never

13. Talk over the situation quietly with the child/children later.
Often Sometimes Never

14. Praise child/children when showing appropriate behaviour.
Often Sometimes Never

15. Make child/children complete the task.
Often Sometimes Never

16. Make child/children stay after school or at recess.
Often Sometimes Never

17. Have a token or reward system for correcting poor behaviour.
Often Sometimes Never

CONGRUENCY OF OPINIONS AND PERCEPTIONS

P.S.B.G.M. KINDERGARTEN PROJECT
ROLE PERCEPTIONS

SCHOOL: A LORNE SCHOOL

1 EDUCATIONAL VIEWPOINTS	PARENTS (N=10)		STAFF (N=14)	
	AGREE	DISAGREE	AGREE	DISAGREE
1. It is too early to encourage children to start reading at age five.	N 3 / 16 %	N 16 / 84 %	N 0 / 0 %	N 14 / 100 %
2. It is important to include a number of activities in school about children's own cultures and ethnic groups.	N 17 / 89 %	N 2 / 10 %	N 14 / 100 %	N 0 / 0 %
3. Classroom visitors, however well-meaning, tend to distract children and disrupt class activities.	N 9 / 47 %	N 10 / 53 %	N 4 / 29 %	N 9 / 64 %
4. Children should be encouraged to tell the teacher and the class about incidents that happened outside the class.	N 16 / 84 %	N 3 / 16 %	N 12 / 86 %	N 2 / 14 %
5. Boys generally have more trouble learning language skills than girls do.	N 4 / 21 %	N 13 / 68 %	N 3 / 21 %	N 8 / 57 %
6. The teacher should praise children often for neatness in appearance and work.	N 19 / 100 %	N 0 / 0 %	N 12 / 86 %	N 2 / 14 %
7. Children should have assigned seats and places for at least part of a school day.	N 17 / 89 %	N 2 / 10 %	N 12 / 86 %	N 2 / 7 %
8. There is a need for many more male kindergarten and first grade teachers.	N 6 / 32 %	N 12 / 86 %	N 12 / 86 %	N 1 / 7 %

CONGRUENCY OF OPINIONS AND PERCEPTIONS

SCHOOL: A LORNE SCHOOL

1 EDUCATIONAL VIEWPOINTS	PARENTS (N=19)		STAFF (N=14)	
	AGREE	DISAGREE	AGREE	DISAGREE
9. Disadvantaged children generally have more trouble learning number skills than middle-class children do.	N 6 / 32%	N 13 / 68%	N 5 / 36%	N 8 / 57%
10. Young children should be encouraged to work from patterns or models in their beginning art work.	N 15 / 79%	N 4 / 21%	N 4 / 29%	N 8 / 57%
11. Children will make most intellectual and personal-social progress if the teacher is from the same ethnic group as the majority of the class.	N 9 / 47%	N 10 / 53%	N 2 / 14%	N 11 / 79%
12. It is generally not a good educational practice to devote class time to educational television programs such as "Sesame Street".	N 7 / 37%	N 12 / 63%	N 5 / 36%	N 8 / 57%
13. Children learn best when there is fairly good order and a low noise level in the classroom.	N 16 / 84%	N 2 / 10%	N 8 / 57%	N 2 / 14%
14. Children should seldom be allowed to leave a task without completing it.	N 12 / 63%	N 7 / 37%	N 7 / 50%	N 3 / 21%
15. Children should be encouraged to speak in complete sentences at every possible opportunity.	N 19 / 100%	N 0 / 0%	N 12 / 86%	N 1 / 7%
16. Boys are usually more disruptive in class than girls.	N 8 / 42%	N 8 / 42%	N 6 / 43%	N 8 / 57%

CONGRUENCY OF OPINIONS AND PERCEPTIONS

SCHOOL: A LORNE SCHOOL

1. EDUCATIONAL VIEWPOINTS	PARENTS (N=19)		STAFF (N=14)	
	AGREE	DISAGREE	AGREE	DISAGREE
17. During class, there should be more communication between the children and the teacher than between the children.	N 13 / 68%	N 6 / 32%	N 2 / 14%	N 10 / 71%
18. It is important for teachers to have schedules and activity plans worked out well in advance for kindergarten and Grade 1 classes.	N 16 / 84%	N 3 / 16%	N 9 / 64%	N 3 / 21%
19. The use of games, toys and play equipment and materials should be restricted to free play periods.	N 13 / 68%	N 6 / 32%	N 1 / 7%	N 13 / 93%
20. Children should be encouraged to ask the teachers' permission before beginning a new activity on their own.	N 16 / 84%	N 3 / 16%	N 4 / 29%	N 10 / 71%
21. Girls usually have more trouble learning number skills than boys do.	N 0 / 0%	N 17 / 89%	N 0 / 0%	N 9 / 64%
22. Disadvantaged children generally have more trouble learning language skills than middle-class children do.	N 5 / 26%	N 14 / 74%	N 7 / 50%	N 4 / 29%
23. The home is the source of most of the difficulties children have in school.	N 6 / 100%	N 13 / 0%	N 7 / 79%	N 4 / 7%
24. Traditional children's literature (fairy tales, nursery rhymes, etc.) has a definite place in kindergarten program.	N 19 / %	N 0 / %	N 11 / %	N 1 / %

CONGRUENCY OF OPINIONS AND PERCEPTIONS

SCHOOL: A LORNE SCHOOL

EDUCATIONAL VIEWPOINTS	PARENTS (N=19)		STAFF (N=14)	
	AGREE	DISAGREE	AGREE	DISAGREE
25. Each day's activities should be derived almost entirely from children's own interests and spontaneous questions, or incidents that occur in the environment.	N 10 / 53%	N 9 / 47%	N 4 / 29%	N 9 / 64%
26. One of the teacher's most important responsibilities is to establish classroom rules and procedures and ensure children learn them.	N 16 / 84%	N 3 / 16%	N 11 / 79%	N 2 / 14%
27. The home is the source of most of the advantages children have in school.	N 12 / 63%	N 7 / 37%	N 8 / 57%	N 4 / 29%
28. There should be some time during each day in school when children are free to choose any activity or material they wish.	N 18 / 95%	N 1 / 5%	N 12 / 86%	N 2 / 14%
29. Parents should be involved in planning pre-school and kindergarten activities.	N 15 / 79%	N 4 / 21%	N 9 / 64%	N 4 / 29%
30. Sensitive content such as sex, death, birth, religion and fears should be avoided as much as possible in kindergarten classroom.	N 7 / 37%	N 12 / 63%	N 1 / 7%	N 12 / 86%
	N / %	N / %	N / %	N / %
	N / %	N / %	N / %	N / %

CONGRUENCY OF OPINIONS AND PERCEPTIONS

P.S.B.G.M. KINDERGARTEN PROJECT
ROLE PERCEPTIONS

SCHOOL: 8 ROYAL ARTHUR SCHOOL

1. EDUCATIONAL VIEWPOINTS	PARENTS (N=10)		STAFF (N=11)	
	AGREE	DISAGREE	AGREE	DISAGREE
1. It is too early to encourage children to start reading at age five.	N 1 / 10 %	N 9 / 90 %	N 0 / 0 %	N 11 / 100%
2. It is important to include a number of activities in school about children's own cultures and ethnic groups.	N 6 / 60 %	N 4 / 40 %	N 11 / 100 %	N 0 / 0 %
3. Classroom visitors, however well-meaning, tend to distract children and disrupt class activities.	N 8 / 80 %	N 1 / 10 %	N 8 / 73 %	N 3 / 27 %
4. Children should be encouraged to tell the teacher and the class about incidents that happened outside the class.	N 7 / 70 %	N 3 / 30 %	N 5 / 45 %	N 6 / 54 %
5. Boys generally have more trouble learning language skills than girls do.	N 1 / 10 %	N 8 / 80 %	N 0 / 0 %	N 9 / 82 %
6. The teacher should praise children often for neatness in appearance and work.	N 10 / 100 %	N 0 / 0 %	N 11 / 100 %	N 0 / 0 %
7. Children should have assigned seats and places for at least part of a school day.	N 10 / 100 %	N 0 / 0 %	N 11 / 100 %	N 0 / 0 %
8. There is a need for many more male kindergarten and first grade teachers.	N 3 / 30 %	N 7 / 70 %	N 7 / 64 %	N 4 / 36 %

CONGRUENCY OF OPINIONS AND PERCEPTIONS

SCHOOL: 8 ROYAL ARTHUR SCHOOL

1. EDUCATIONAL VIEWPOINTS	PARENTS (N=10)		STAFF (N=11)	
	AGREE	DISAGREE	AGREE	DISAGREE
9. Disadvantaged children generally have more trouble learning number skills than middle-class children do.	N 0 0%	N 9 90%	N 0 0%	N 10 91%
10. Young children should be encouraged to work from patterns or models in their beginning art work.	N 7 70%	N 3 30%	N 3 27%	N 8 73%
11. Children will make most intellectual and personal-social progress if the teacher is from the same ethnic group as the majority of the class.	N 1 10%	N 8 80%	N 1 9%	N 9 82%
12. It is generally not a good educational practice to devote class time to educational television programs such as "Sesame Street".	N 3 30%	N 7 70%	N 3 27%	N 8 73%
13. Children learn best when there is fairly good order and a low noise level in the classroom.	N 10 100%	N 0 0%	N 9 82%	N 2 18%
14. Children should seldom be allowed to leave a task without completing it.	N 5 50%	N 5 50%	N 10 91%	N 1 9%
15. Children should be encouraged to speak in complete sentences at every possible opportunity.	N 10 100%	N 0 0%	N 11 100%	N 0 0%
16. Boys are usually more disruptive in class than girls.	N 6 60%	N 4 40%	N 4 36%	N 7 64%

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CONGRUENCY OF OPINIONS AND PERCEPTIONS

SCHOOL: 8 ROYAL ARTHUR SCHOOL

1. EDUCATIONAL VIEWPOINTS	PARENTS (N=10)		STAFF (N=11)	
	AGREE	DISAGREE	AGREE	DISAGREE
17. During class, there should be more communication between the children and the teacher than between the children.	N 9 / 90%	N 1 / 10%	N 5 / 45%	N 4 / 36%
18. It is important for teachers to have schedules and activity plans worked out well in advance for kindergarten and Grade 1 classes.	N 10 / 100%	N 0 / 0%	N 10 / 91%	N 1 / 9%
19. The use of games, toys and play equipment and materials should be restricted to free play periods.	N 10 / 100%	N 0 / 0%	N 5 / 45%	N 6 / 54%
20. Children should be encouraged to ask the teachers' permission before beginning a new activity on their own.	N 9 / 90%	N 1 / 10%	N 6 / 54%	N 4 / 36%
21. Girls usually have more trouble learning number skills than boys do.	N 0 / 0%	N 9 / 90%	N 0 / 0%	N 11 / 100%
22. Disadvantaged children generally have more trouble learning language skills than middle-class children do.	N 1 / 10%	N 8 / 80%	N 1 / 9%	N 9 / 82%
23. The home is the source of most of the difficulties children have in school.	N 5 / 50%	N 5 / 50%	N 3 / 27%	N 7 / 64%
24. Traditional children's literature (fairy tales, nursery rhymes, etc.) has a definite place in kindergarten program.	N 10 / 100%	N 0 / 0%	N 11 / 100%	N 0 / 0%

CONGRUENCY OF OPINIONS AND PERCEPTIONS

SCHOOL: A ROYAL ARTHUR SCHOOL

I. EDUCATIONAL VIEWPOINTS	PARENTS (N=10)		STAFF (N=11)	
	AGREE	DISAGREE	AGREE	DISAGREE
25. Each day's activities should be derived almost entirely from children's own interests and spontaneous questions, or incidents that occur in the environment.	N 3 / 30%	N 6 / 60%	N 1 / 9%	N 9 / 82%
26. One of the teacher's most important responsibilities is to establish classroom rules and procedures and ensure children learn them.	N 10 / 100%	N 0 / 0%	N 8 / 73%	N 2 / 18%
27. The home is the source of most of the advantages children have in school.	N 6 / 60%	N 4 / 40%	N 1 / 9%	N 7 / 64%
28. There should be some time during each day in school when children are free to choose any activity or material they wish.	N 8 / 80%	N 2 / 20%	N 9 / 82%	N 2 / 18%
29. Parents should be involved in planning pre-school and kindergarten activities.	N 4 / 40%	N 5 / 50%	N 6 / 54%	N 4 / 36%
30. Sensitive content such as sex, death, birth, religion and fears should be avoided as much as possible in kindergarten classroom.	N 5 / 50%	N 5 / 50%	N 2 / 18%	N 6 / 47%
	N / %	N / %	N / %	N / %
	N / %	N / %	N / %	N / %

McGILL UNIVERSITY, FACULTY OF EDUCATION, OFFICE OF RESEARCH ON EDUCATIONAL POLICY

CONGRUENCY OF OPINIONS AND PERCEPTIONS

SCHOOL: **A** LORNE SCHOOL

1 Not very important
2 Fairly important
3 Quite important
4 Extremely important

2. OBJECTIVES FOR CHILD	PARENTS (No.19)				STAFF (No.14)			
	1	2	3	4	1	2	3	4
1. Learning social skills; how to get along with other children	N 0 / % 0	1 / 5%	8 / 42	10 / 53%	0 / 0	0 / 0%	3 / 21	11 / 79%
2. The learning of reading readiness skills that will prepare him/her for grade one.	N 1 / % 5	2 / 10%	5 / 26	11 / 58%	0 / 0	0 / 0%	4 / 29	10 / 71%
3. The exploration of his/her own interests and creativity.	N 0 / % 0	1 / 5%	11 / 58	7 / 37%	0 / 0	0 / 0%	5 / 36	9 / 64%
4. The development of himself/herself as a person and a learner.	N 1 / % 5	0 / 0%	8 / 42	10 / 53%	0 / 0	1 / 7%	1 / 7	12 / 86%
5. The continual development of motor skills.	N 2 / % 10	0 / 0%	8 / 42	9 / 47%	0 / 0	0 / 0%	4 / 29	10 / 71%
6. The encouragement of habits of healthful living.	N 0 / % 0	0 / 0%	6 / 32	13 / 68%	1 / 7	2 / 14%	4 / 29	7 / 50%
7. The provision of opportunities for children to develop thinking skills, (e.g. learning to reason, solve problems, make decisions, express opinions and form conclusions)	N 1 / % 5	0 / 0%	6 / 32	11 / 58%	0 / 0	1 / 7%	0 / 0	10 / 71%
	N / %	N / %	N / %	N / %	N / %	N / %	N / %	N / %

CONGRUENCY OF OPINIONS AND PERCEPTIONS

1 Not very important
2 Fairly important
3 Quite important
4 Extremely important

SCHOOL: 8 ROYAL ARTHUR SCHOOL

2 OBJECTIVES FOR CHILD	PARENTS				STAFF			
	1	2	3	4	1	2	3	4
1. Learning social skills; how to get along with other children	N 0 / 0	0 / 0 %	N 3 / 30	7 / 70 %	N 0 / 0	3 / 9 %	N 4 / 36	7 / 64 %
2. The learning of reading readiness skills that will prepare him/her for grade one.	N 1 / 10	1 / 10 %	N 1 / 10	7 / 70 %	N 0 / 0	0 / 0 %	N 3 / 27	8 / 73 %
3. The exploration of his/her own interests and creativity.	N 0 / 0	0 / 0 %	N 3 / 30	7 / 70 %	N 0 / 0	0 / 0 %	N 4 / 36	5 / 45 %
4. The development of himself/herself as a person and a learner.	N 0 / 0	0 / 0 %	N 1 / 10	9 / 90 %	N 0 / 0	0 / 0 %	N 3 / 27	8 / 73 %
5. The continual development of motor skills.	N 4 / 20	0 / 0 %	N 2 / 20	4 / 40 %	N 2 / 18	0 / 0 %	N 2 / 18	4 / 36 %
6. The encouragement of habits of healthful living.	N 0 / 0	0 / 0 %	N 2 / 20	8 / 80 %	N 0 / 0	1 / 9 %	N 2 / 18	8 / 73 %
7. The provision of opportunities for children to develop thinking skills, [e.g. learning to reason, solve problems, make decisions, express opinions and form conclusions]	N 0 / 0	1 / 10 %	N 2 / 20	7 / 70 %	N 0 / 0	1 / 9 %	N 3 / 27	6 / 55 %
	N /	/ %	N /	/ %	N /	/	N /	/

CONGRUENCY OF OPINIONS AND PERCEPTIONS

1. PARENT
2. TEACHER
3. BOTH

SCHOOL: A LORNE SCHOOL

3. ADULT INVOLVEMENT WITH CHILD Who should do the following things with a kindergarten child?	PARENTS (N=19)			STAFF (N=14)		
	1	2	3	1	2	3
1. read stories to him/her	N 0 0	0 0	19 100 %	N 0 0	0 0	14 100 %
2. play outside games	N 10 53	0 0	9 47 %	N 1 7	0 0	13 93 %
3. encourage the child to dress alone	N 5 26	0 0	14 74 %	N 2 14	0 0	12 86 %
4. answer questions as completely as possible	N 3 16	1 5	15 79 %	N 0 0	0 0	14 100 %
5. play number games	N 0 0	1 5	18 95 %	N 0 0	2 14	12 86 %
6. point out words in labels, etc.	N 4 21	2 10	13 69 %	N 2 14	0 0	12 86 %
7. take him/her on trips outside the immediate home area	N 9 47	2 10	8 43 %	N 3 21	0 0	11 79 %
8. encourage him/her to use crayons	N 0 0	2 10	17 90 %	N 0 0	1 7	13 93 %

CONSISTENCY OF OPINIONS AND PERCEPTIONS

1. PARENT
2. TEACHER
3. BOTH

SCHOOL: A LORNE SCHOOL

3. ADULT INVOLVEMENT WITH CHILD	PARENTS (N=19)			STAFF (N=14)		
	1	2	3	1	2	3
9. play with other children the same age	N 4 / 21	0 / 0	15 / 79 %	0 / 0	0 / 0	14 / 100%
10. try new foods	N 15 / 79	0 / 0	4 / 21 %	2 / 14	0 / 0	12 / 86%
11. encourage him/her to listen to music and learn songs	N 2 / 11	1 / 5	16 / 84 %	0 / 0	0 / 0	14 / 100%
12. join group activities with other children	N 1 / 5	3 / 16	15 / 79%	0 / 0	0 / 0	14 / 100 %
13. finish a job, once it's started	N 2 / 11	1 / 5	16 / 84%	0 / 0	0 / 0	14 / 100 %
14. use new words with the child	N 1 / 5	0 / 0	18 / 95 %	0 / 0	0 / 0	14 / 100 %
15. encourage him/her to learn the phone number at home	N 15 / 79	0 / 0	4 / 21 %	4 / 29	0 / 0	10 / 71 %
16. encourage him/her to learn the address at home	N 15 / 79	0 / 0	4 / 21 %	4 / 29	0 / 0	10 / 71 %

CONGRUENCY OF OPINIONS AND PERCEPTIONS

1. PARENT
2. TEACHER
3. BOTH

SCHOOL: A LORNE SCHOOL

3. ADULT INVOLVEMENT WITH CHILD	PARENTS (N=19)			STAFF (N=14)		
	1	2	3	1	2	3
17. encourage him/her to print his name	N 1 / 5	2 / 11	16 / 84 %	N 0 / 0	1 / 7	13 / 93 %
18. encourage him/her to retell stories	N 0 / 0	0 / 0	19 / 100%	N 0 / 0	0 / 0	14 / 100%
19. encourage him/her to learn the alphabet	N 0 / 0	2 / 10	17 / 90 %	N 1 / 7	0 / 0	13 / 93 %
20. watch educational programs on T.V.	N 9 / 47	0 / 0	10 / 53 %	N 4 / 29	0 / 0	10 / 71 %
21. teach him/her to obey	N 5 / 26	0 / 0	14 / 74 %	N 0 / 0	0 / 0	14 / 100%
22. make sure toys are put away	N 5 / 26	0 / 0	14 / 74 %	N 0 / 0	0 / 0	14 / 100%
23. teach him/her nursery rhymes	N 2 / 10	2 / 11	15 / 79 %	N 0 / 0	1 / 7	13 / 93 %
	N /	/	/	N /	/	/

CONGRUENCY OF OPINIONS AND PERCEPTIONS

1. PARENT
2. TEACHER
3. MOTH

SCHOOL: B ROYAL ARTHUR

3. ADULT INVOLVEMENT WITH CHILD	PARENTS (N=10)			STAFF (N=11)		
	1	2	3	1	2	3
1. read stories to him/her	N 0 / 0	0 / 0	10 / 100 %	N 0 / 0	0 / 0	11 / 100 %
2. play outside games	N 3 / 30	0 / 0	7 / 70 %	N 0 / 0	0 / 0	11 / 100 %
3. encourage the child to dress alone	N 2 / 20	0 / 0	8 / 80 %	N 0 / 0	0 / 0	11 / 100 %
4. answer questions as completely as possible	N 0 / 0	0 / 0	10 / 100 %	N 0 / 0	0 / 0	11 / 100 %
5. play number games	N 0 / 0	0 / 0	10 / 100 %	N 0 / 0	0 / 0	11 / 100 %
6. point out words in labels, etc.	N 0 / 0	0 / 0	10 / 100 %	N 0 / 0	0 / 0	11 / 100 %
7. take him/her on trips outside the immediate home area	N 0 / 0	0 / 0	10 / 100 %	N 0 / 0	0 / 0	11 / 100 %
8. encourage him/her to use crayons	N 0 / 0	0 / 0	10 / 100 %	N 0 / 0	0 / 0	11 / 100 %

CONGRUENCY OF OPINIONS AND PERCEPTIONS

1. PARENT
2. TEACHER
3. BOTH

SCHOOL: 0 ROYAL ARTHUR

3. ADULT INVOLVEMENT WITH CHILD	PARENTS (N=10)			STAFF (N=11)		
	1	2	3	1	2	3
9. play with other children the same age	N 0 / 0	0 / 0	10 / 100 %	N 0 / 0	0 / 0	11 / 100 %
10. try new foods	N 5 / 50	0 / 0	5 / 50 %	N 3 / 27	0 / 0	8 / 73 %
11. encourage him/her to listen to music and learn songs	N 0 / 0	0 / 0	10 / 100 %	N 0 / 0	0 / 0	11 / 100 %
12. join group activities with other children	N 1 / 10	1 / 10	8 / 80 %	N 0 / 0	1 / 9	10 / 91 %
13. finish a job, once it's started	N 0 / 0	1 / 10	9 / 90 %	N 0 / 0	0 / 0	11 / 100 %
14. use new words with the child	N 0 / 0	1 / 10	9 / 90 %	N 0 / 0	0 / 0	11 / 100 %
15. encourage him/her to learn the phone number at home	N 3 / 30	0 / 0	7 / 70 %	N 1 / 9	0 / 0	10 / 91 %
16. encourage him/her to learn the address at home	N 4 / 40	0 / 0	6 / 60 %	N 2 / 18	0 / 0	9 / 82 %

CONGRUENCY OF OPINIONS AND PERCEPTIONS

1. PARENT
2. TEACHER
3. BOTH

SCHOOL: ROYAL ARTHUR

I: ADULT INVOLVEMENT WITH CHILD	PARENTS (N=10)			STAFF (N=11)		
	1	2	3	1	2	3
17. encourage him/her to print his name	N 0 / 0	0 / 0	10 / 100 %	0 / 0	2 / 18	9 / 82 %
18. encourage him/her to retell stories	N 0 / 0	0 / 0	10 / 100 %	0 / 0	0 / 0	11 / 100 %
19. encourage him/her to learn the alphabet	N 0 / 0	0 / 0	10 / 100 %	1 / 9	0 / 0	10 / 91 %
20. watch educational programs on T.V.	N 2 / 20	0 / 0	8 / 80 %	2 / 18	0 / 0	9 / 82 %
21. teach him/her to obey	N 0 / 0	0 / 0	10 / 100 %	0 / 0	0 / 0	11 / 100 %
22. make sure toys are put away	N 1 / 10	0 / 0	9 / 90 %	0 / 0	0 / 0	11 / 100 %
23. teach him/her nursery rhymes	N 0 / 0	0 / 0	10 / 100 %	0 / 0	0 / 0	11 / 100 %
	N /	/	/ %	/	/	/ %

CONGRUENCY OF OPINIONS AND PERCEPTIONS

1 Not very important
2 Fairly important
3 Quite important
4 Extremely important

SCHOOL: A LARGE SCHOOL

4. CHILD ACTIVITIES Degree of importance ascribed to child activities	PARENTS (N=19)				STAFF (N=14)			
	1	2	3	4	1	2	3	4
1. have stories read to him/her	N 0 0	0 0 %	N 9 47	10 53 %	N 0 0	0 0 %	N 1 7	13 93 %
2. play outside	N 0 0	1 5 %	N 8 42	10 53 %	N 0 0	1 7 %	N 4 29	9 64 %
3. be able to dress alone	N 0 0	1 5 %	N 9 47	9 47 %	N 0 0	0 0 %	N 6 57	8 43 %
4. have questions answered as completely as possible	N 0 0	1 5 %	N 9 47	9 47 %	N 0 0	0 0 %	N 5 36	9 64 %
5. play number and counting games	N 0 0	0 0 %	N 12 63	7 37 %	N 0 0	0 0 %	N 4 29	10 71 %
6. have words or labels carried out to him/her	N 0 0	1 5 %	N 9 47	8 42 %	N 0 0	0 0 %	N 4 29	9 64 %
7. go on trips outside the immediate home area	N 0 0	1 5 %	N 12 63	6 32 %	N 0 0	1 7 %	N 4 29	9 64 %
8. use crayons at home	N 0 0	1 5 %	N 13 68	5 26 %	N 0 0	2 14 %	N 3 21	9 64 %

1 Not very important
2 Fairly important
3 Quite important
4 Extremely important

SCHOOL: A LIBRE SCHOOL

a. CHILD ACTIVITIES	PARENTS (N=18)				STAFF (N=6)			
	1	2	3	4	1	2	3	4
9. play with other children the same age	0	0	5.7	94.3	0	0	16.7	83.3
10. try new foods	0	5.6	33.3	61.1	0	16.7	16.7	66.7
11. listen to music and learn songs	0	5.6	33.3	61.1	0	0	16.7	83.3
12. join group activities with other children	0	5.6	33.3	61.1	0	0	33.3	66.7
13. finish a job, once it's started	0	0	5.6	94.4	0	0	16.7	83.3
14. use new words with the child	0	0	16.7	83.3	0	0	16.7	83.3
15. know own phone number	0	0	11.1	88.9	0	0	16.7	83.3
16. know own address	0	0	11.1	88.9	0	0	16.7	83.3

CONSISTENCY OF OPINIONS AND PERCEPTIONS

1 Not very important
2 Fairly important
3 Quite important
4 Extremely important

SCHOOL: A LORNE SCHOOL

4. CHILD ACTIVITIES	PARENTS (N=19)				STAFF (N=16)			
	1	2	3	4	1	2	3	4
17. print his/her name	N=0 / 0	N=0 / 0 %	N=10 / 53	N=9 / 47%	N=0 / 0	N=0 / 0 %	N=5 / 36	N=9 / 64 %
18. retell simple stories	N=0 / 0	N=1 / 5 %	N=12 / 63	N=6 / 32 %	N=0 / 0	N=0 / 0 %	N=5 / 36	N=9 / 64 %
19. name letters of the alphabet	N=0 / 0	N=0 / 0 %	N=12 / 63	N=7 / 37 %	N=0 / 0	N=1 / 7 %	N=8 / 57	N=5 / 36 %
20. watch educational programs on T.V.	N=0 / 0	N=2 / 10 %	N=13 / 68	N=4 / 21 %	N=0 / 0	N=2 / 14 %	N=8 / 57	N=4 / 29 %
21. obey the person in charge	N=0 / 0	N=0 / 0 %	N=5 / 26	N=14 / 74 %	N=0 / 0	N=1 / 7 %	N=7 / 50	N=6 / 43 %
22. put away toys	N=0 / 0	N=0 / 0 %	N=11 / 58	N=8 / 42 %	N=0 / 0	N=1 / 7 %	N=6 / 43	N=7 / 50 %
23. learn nursery rhymes	N=0 / 0	N=1 / 5 %	N=12 / 63	N=6 / 32 %	N=0 / 0	N=0 / 0 %	N=7 / 50	N=7 / 50 %
	N /	N /	N /	N /	N /	N /	N /	N /

CONGRUENCE OF OPINIONS AND PERCEPTIONS

1 Not very important
2 Fairly important
3 Quite important
4 Extremely important

SCHOOL: A ROYAL ARTHUR SCHOOL

4. CHILD ACTIVITIES	PARENTS (N=10)				STAFF (N=11)			
	1	2	3	4	1	2	3	4
1. have stories read to him/her	N 0 / 0	0 / 0 %	N 2 / 20	8 / 80 %	N 0 / 0	0 / 0 %	N 4 / 36	7 / 64 %
2. play outside	N 0 / 0	1 / 10 %	N 2 / 20	7 / 70 %	N 0 / 0	1 / 9 %	N 4 / 36	8 / 73 %
3. be able to dress alone	N 0 / 0	0 / 0 %	N 3 / 30	7 / 70 %	N 0 / 0	0 / 0 %	N 4 / 36	7 / 64 %
4. have questions answered as completely as possible	N 0 / 0	0 / 0 %	N 2 / 20	8 / 80 %	N 0 / 0	1 / 9 %	N 3 / 27	7 / 64 %
5. play number and counting games	N 0 / 0	2 / 20 %	N 2 / 20	6 / 60 %	N 0 / 0	1 / 9 %	N 3 / 27	8 / 73 %
6. have words on labels pointed out to him/her	N 0 / 0	1 / 10 %	N 1 / 10	8 / 80 %	N 0 / 0	0 / 0 %	N 3 / 27	8 / 73 %
7. go on trips outside the immediate home area	N 1 / 10	2 / 20 %	N 6 / 60	1 / 10 %	N 0 / 0	0 / 0 %	N 4 / 36	7 / 64 %
8. use crayons at home	N 0 / 0	1 / 10 %	N 6 / 60	3 / 30 %	N 0 / 0	1 / 9 %	N 4 / 36	6 / 55 %

CONGRUENCY OF OPINIONS AND PERCEPTIONS

SCHOOL: B ROYAL ARTHUR SCHOOL

1 Not very important
2 Fairly important
3 Quite important
4 Extremely important

A. CHILD ACTIVITIES	PARENTS (N=10)				STAFF (N=11)			
	1	2	3	4	1	2	3	4
9. play with other children the same age	N 1 / 10	1 / 10 %	N 0 / 0	8 / 80 %	N 0 / 0	1 / 9 %	N 2 / 18	7 / 64 %
10. try new foods	N 1 / 10	3 / 30 %	N 4 / 40	2 / 20 %	N 0 / 0	1 / 9 %	N 6 / 54	3 / 27 %
11. listen to music and learn songs	N 0 / 0	0 / 0 %	N 5 / 50	5 / 50 %	N 0 / 0	0 / 0 %	N 4 / 36	6 / 54 %
12. join group activities with other children	N 0 / 0	0 / 0 %	N 4 / 40	6 / 60 %	N 0 / 0	0 / 0 %	N 3 / 27	7 / 64 %
13. finish a job, once it's started	N 0 / 0	0 / 10 %	N 1 / 10	8 / 80 %	N 0 / 0	0 / 0 %	N 2 / 18	8 / 73 %
14. use new words with the child	N 0 / 0	1 / 10 %	N 3 / 30	6 / 60 %	N 0 / 0	0 / 0 %	N 2 / 18	8 / 73 %
15. know own phone number	N 0 / 0	0 / 0 %	N 0 / 0	10 / 100 %	N 0 / 0	0 / 0 %	N 2 / 18	8 / 73 %
16. know own address	N 0 / 0	0 / 0 %	N 0 / 0	10 / 100 %	N 0 / 0	0 / 0 %	N 2 / 18	8 / 73 %

1 Not very important
2 Fairly important
3 Quite important
4 Extremely important

CONGRUENCY IN OPINIONS AND PERCEPTIONS

SCHOOL X GOAL AUTHOR

4. CHILD ACTIVITIES	PARENTS (N=10)				STAFF (N=11)			
	1	2	3	4	1	2	3	4
17. print his/her name	0	0	1 10%	9 90%	0	0	4 36%	7 64%
18. retell simple stories	0	1 10%	4 40%	5 50%	0	0	4 36%	7 64%
19. name letters of the alphabet	0	1 10%	0	9 90%	0	0	1 9%	10 91%
20. watch educational programs on T.V.	1	0	3 30%	7 70%	0	1 9%	7 64%	3 27%
21. obey the person in charge	0	0	1 10%	9 90%	0	0	3 27%	8 73%
22. tell away fact	0	0	1 10%	9 90%	0	0	2 18%	9 82%
23. learn nursery rhymes	0	0	5 50%	5 50%	0	0	3 27%	8 73%

CONGRUENCY OF OPINIONS AND PERCEPTIONS

1. OFTEN
2. SOMETIMES
3. NEVER

SCHOOL: A LOANE SCHOOL

5. DISCIPLINE AND MANAGEMENT	PARENTS (N=19)			STAFF (N=14)		
	1	2	3	1	2	3
1. Ignore the child/children.	N 0 % 0	13 68	6 32	N 2 % 14	9 64	3 21
2. Show disapproval by word or gesture.	N 4 % 21	14 74	1 5	N 0 % 0	14 100	0 0
3. Move closer to the child/children.	N 0 % 0	11 58	8 42	N 1 % 7	3 21	10 71
4. Touch or hold the child gently and talk to him/her.	N 16 % 84	3 16	0 0	N 4 % 29	9 64	1 7
5. Physically restrain the child.	N 1 % 5	11 58	7 37	N 0 % 0	13 93	1 7
6. Give the child/children a firm command to stop.	N 6 % 32	12 63	1 5	N 2 % 14	12 86	0 0
7. Tell the child/children immediately what he/she should be doing.	N 2 % 11	8 42	9 47	N 0 % 0	5 36	9 64
8. Re-direct the child/children to another activity.	N 2 % 10	14 74	3 16	N 3 % 21	11 79	0 0

SCHOOL: A LOCAL SCHOOL

5. DISCIPLINE AND MANAGEMENT	PARENTS (N=19)			STAFF (N=14)		
	1	2	3	1	2	3
9. Re-direct the child to another group of children.	A 3 / 16	12 / 63	4 / 21	A 3 / 21	11 / 79	0 / 0
10. Show the child an example of another child's appropriate behaviour.	A 1 / 5	11 / 58	7 / 37	A 5 / 36	7 / 50	2 / 14
11. Point out the child's/group's poor behaviour to the other children.	A 7 / 37	6 / 32	11 / 58	A 0 / 0	3 / 21	11 / 79
12. Isolate/give time out to child.	A 4 / 21	12 / 63	3 / 16	A 2 / 14	11 / 79	1 / 7
13. Talk over the situation quietly with the child/children later.	A 8 / 42	10 / 53	1 / 5	A 3 / 21	11 / 79	0 / 0
14. Praise child/children when showing appropriate behaviour.	A 12 / 63	5 / 26	2 / 11	A 12 / 86	1 / 7	1 / 7
15. Have child/children complete the task.	A 12 / 63	4 / 21	3 / 16	A 6 / 43	7 / 50	1 / 7
16. Make child/children stay after school or at recess.	A 2 / 11	13 / 68	4 / 21	A 0 / 0	5 / 57	4 / 57

CONSISTENCY OF OPINIONS AND PERCEPTIONS

1. OFTEN
2. SOMETIMES
3. NEVER

STUDY: A JUNIOR HIGH SCHOOL

5. DISCIPLINE AND MANAGEMENT	PARENTS (N=19)			STAFF (N=34)		
	1	2	3	1	2	3
17. Have a token or reward system for correcting poor behaviour.	7 / 37	8 / 42	3 / 16	3 / 21	9 / 64	2 / 14

CONSISTENCY OF OPINIONS AND PERCEPTIONS

1. OFTEN
2. SOMETIMES
3. NEVER

SCHOOL: 8 ADVIL ARTHUR SCHOOL

4. DISCIPLINE AND MANAGEMENT	PARENTS (N=16)			STAFF (N=23)		
	1	2	3	1	2	3
1. Ignore the child/children.	0 / 0	4 / 40	4 / 80%	0 / 0	1 / 64	2 / 1
2. Show disapproval by word or gesture.	1 / 10	8 / 80	7 / 100	4 / 36	6 / 54	0 / 0
3. Move closer to the child/children.	3 / 30	5 / 50	2 / 28	3 / 27	6 / 54	0 / 0
4. Touch or hold the child gently and talk to him/her.	7 / 70	3 / 30	0 / 0%	5 / 45	4 / 36	0 / 0
5. Physically restrain the child.	0 / 0	5 / 50	5 / 50%	0 / 0	8 / 73	0 / 0
6. Give the child/children a firm command to stop.	4 / 40	6 / 60	5 / 72%	1 / 9	8 / 73	2 / 1
7. Tell the child/children immediately what he/she should be doing.	6 / 60	3 / 30	1 / 10%	4 / 36	6 / 54	3 / 1
8. Re-direct the child/children to another activity.	1 / 10	7 / 70	2 / 20%	2 / 18	7 / 64	0 / 0

CONSISTENCY OF OPINIONS AND PERCEPTIONS

1. OFTEN
2. SOMETIMES
3. NEVER

SCHOOL: B (ROYAL ARTHUR SCHOOL)

5. DISCIPLINE AND MANAGEMENT	PARENTS (N=10)			STAFF (N=11)		
	1	2	3	1	2	3
9. Re-direct the child to another group of children.	N 1 / % 10	7 / 70	2 / 20 %	N 1 / % 9	7 / 64	1
11. Show the child an example of another child's appropriate behaviour.	N 1 / % 10	6 / 60	3 / 30 %	N 2 / % 18	6 / 54	1
11. Point out the child's/group's poor behaviour to the other children.	N 0 / % 0	2 / 20	8 / 80 %	N 0 / % 0	4 / 36	4
12. Isolate/give time out to child.	N 1 / % 10	7 / 70	1 / 10 %	N 0 / % 0	8 / 73	0
13. Talk over the situation quietly with the child/children later.	N 5 / % 50	4 / 40	1 / 10 %	N 4 / % 36	4 / 36	0
14. Praise child/children when showing appropriate behaviour.	N 9 / % 90	1 / 10	0 / 0 %	N 6 / % 54	2 / 18	0
15. Make child/children complete the task.	N 8 / % 80	1 / 10	1 / 10 %	N 6 / % 54	2 / 18	0
16. Make child/children stay after school or at recess.	N 0 / % 0	7 / 70	3 / 30 %	N 0 / % 0	4 / 36	4

CONGRUENCY OF OPINIONS AND PERCEPTIONS

1. OFTEN
2. SOMETIMES
3. NEVER

SCHOOL: B. ROYAL ARTHUR SCHOOL

5. DISCIPLINE AND MANAGEMENT	PARENTS (N=10)			STAFF (N=11)		
	1	2	3	1	2	3
17. Have a token or reward system for correcting poor behaviour.	4 (40%)	4 (40%)	2 (20%)	3 (27%)	5 (45%)	